



READING SKILLS

A student has to read thoroughly and answer the questions asked. There are three types of unseen passages: factual, descriptive and Literary. All of them are different from each other in their writing styles and convey information in different ways.

What is Factual Passage

About the Chapter

Factual passages: convey information in a straightforward and direct manner about a particular subject. Usually, the language and style are simple and clear. Factual passages may give instructions or descriptions or report of an event or. Less.

Passage - 1

Attitude Problems

Fear of failure is an attitude problem. All of us postpone things. We procrastinate. We rationalize. We make excuses. We foolishly believe that to be creative and to have a positive attitude and to simply do things, we have to have all kinds of preconditions.

You can find several excuses for waiting to be more creative. But scratch the surface of these smooth and logical rationalizations, and if you're honest, you'll see the face of a little demon, the fear of failure, hiding there.

Zig Ziglar reminds us that this is nothing but an attitude problem: "The future can be depressing or magnificent—it is not correlated to the present or the past, past failures or successes. It is only our attitude towards these failures or successes which determines our future." You can change yourself by changing your attitude without fear of error.

Problems cause stress and stress reduces our effectiveness. So it is very logical that once we solve our problems, we should be able to increase our efficiency and effectiveness. Incidentally, we can't eliminate problems unless we opt for the final exit—the very thought of this itself is stressful!

What causes our problems? Well, roughly speaking one third of our problems are there because we are alive and kicking; another one-third of our problems are created by ourselves; and the remaining one-third of our problems exist because of greed and ego.

When too many problems are causing you enormous stress and strain, do the following:

Think...there must be a better way to solve these problems. It helps to remember the crow and jug story! Recall similar stories and incidents.

Ask, ask, ask...from yourself and from others, how to do things in better ways. May be certain things should not be done at all or should be clubbed with other activities! Don't forget that even stupid questions will get your intelligent and common sense answers.



Do it now! Start doing it. Don't forget that the first step towards solving a problem is to begin. The first step is the most difficult one, but taking it will kill procrastination— a disease or a problem in itself.' Do, not forget to priorities your problems first. Those which are "C" category jobs should be delegated to others, but do not forget to check and recheck till these get done.

There is always a silver lining in any gloomy situation, provided you starve the problems and feed the opportunities. For every problem, there could be several solutions, and solutions point towards opportunities.

Apply the MISER concept to solve problems. MISER... where M stands for Merge, I for Improve, S for Simplify, E for Eliminate and R for Reduce. MISER is an excellent conceptual sieve that helps in reducing many problems to a very few ones.

A. Answer the following questions by choosing the most appropriate option:

1. Most people procrastinate because.....
 - (a) they are not creative
 - (b) they adopt a wrong attitude
 - (c) they are too lazy to do anything
 - (d) they wait for better opportunity
2. Our future is determined by.....
 - (a) past failure
 - (b) success in the present
 - (c) efforts in future
 - (d) attitude towards past failures or success
3. Our effectiveness gets reduced as
 - (a) problems multiply
 - (b) depressing time is painful
 - (c) stress is caused by problems
 - (d) problems dishearten us
4. We can't eliminate problems because.....
 - (a) we are alive and kicking
 - (b) we are inactive
 - (c) we are afraid of final exit
 - (d) we postpone actions
5. The best way to tackle a problem is.....
 - (a) to defer it for sometime
 - (b) to seek help of a friend
 - (c) to think of an easy solution
 - (d) to begin at once
6. The word 'procrastinate' in para 1 means.....
 - (a) obtain with difficulty
 - (b) natural tendency to do something bad
 - (c) delay or postpone action
 - (d) start a court case

B. Answer the following questions in brief: 6

7. How does our effectiveness get reduce?
8. Can we eliminate problems? If not why?
9. What is the best way to tackle the problem?
10. Which saying has been used in passage for being optimist?



11. Write the meaning similar to
 - (a) Delay or postpone action (para 4)
 - (b) Very large (para 6)

Answer

1. (b) they adopt a wrong attitude
2. (d) attitude towards past failures or success.
3. (c) stress is caused by problems
4. (a) we are alive and kicking
5. (d) to begin at once
6. (c) delay or postpone action

Our effectiveness gets reduce by problems which cause stress.

We can't eliminate problems because we are alive and kicking and sometimes our greed and ego also promote problems.

The best way to tackle the problem is to begin at once with positive thinking.

'There is always a silver lining in any gloomy situation' gives a lesson of optimism.

- (a) Procrastination
- (b) Enormous

Passage – 2

An Educator's Triple Weapons

In my boyhood, the teacher never appeared in public without the cane in hand. I used to think that one's guru was born clutching a cane in his right hand while the left held a pinch of snuff between the thumb and forefinger. He took a deep inhalation before proceeding to flick the cane on whatever portion of myself was available for the purpose. I really had no idea what I was expected to do or not do to avoid it. I could never imagine that a simple error of calculation in addition, subtraction or multiplication (I never knew which) would drive anyone hysterical. I notice nowadays a little girl at home always playing the school game in a corner of the verandah, but never without a flat wooden foot-rule in hand, which she flourishes menacingly at the pupils assembled in her phantasmagoric class-room. On investigation, I found that the cane, being discredited, has yielded place to the foot-rule, especially in 'convent' schools. The foot-rule has the advantage over the primitive birch of mauling without marking (which could count as an achievement in torturing technique) and it also possesses the innocent appearance of a non-violent, pedagogic equipment. A modern educator, naturally has to adapt his ways to modern circumstances, and put away obsolete weapons. The flat-scale is employed only at the primary stage: at higher levels of education, torments to a young soul are devised in subtler forms progressively; admissions, textbooks, and examination are the triple weapons in the hands of an educator today.

In June every father and son go through a purgatory of waiting at the doors of every college. Provision of seats planned in a grand musical-chair-manner keeps every applicant running frantically about, unless, as in certain well-gearred technical colleges, the parent could make a bid in the style of a competitor at a toddy auction. Fifty thousand rupees for

an engineering seat is considered quite reasonable nowadays. I recently met a hopeful father who had just written a cheque for ninety thousand rupees for two sons in the first year B.E. in a certain college. He is a businessman fully aware of the debit and credit value of his action, and must have undertaken the financial sacrifice after due consideration. Those that cannot afford it have to queue up in the corridors of colleges, hunt and gather recommendations, plead, appeal, canvass, and lose weight until they find (or do not find) their names in the list of admissions. At the next stage the student will once again queue up, beg, beat about, and appeal—for textbooks this time (especially if it happens to be a 'Nationalized Textbook', which may not be available until the young man is ready to leave the college.)

Finally the examination—in a civilized world the examination system should have no place. It is a culmination of all sadistic impulses. The real wrecker of young nerves, however, is the examination system. It builds up a tension and an anxiety neurosis day by day all the year round, all through one's youth, right into middle age (for some).



A. Answer the following questions by choosing the most appropriate option:

1. The 'guru' in the author's boyhood was a strange figure because.....
 - (a) he had big glaring eyes
 - (b) he had a long coloured beard
 - (c) his face looked horrible
 - (d) he carried a cane in his hand
2. The punishment for a simple error in arithmetical calculation was.....
 - (a) twisting of ears
 - (b) a ringing slap on the face
 - (c) a flick of cane on the body
 - (d) bending down like a cock
3. The foot-rule has replaced the cane because.....
 - (a) it can injure without leaving a mark
 - (b) it is easy to handle
 - (c) it looks harmless
 - (d) it can be used for other purposes also
4. As one progresses to higher classes, the tools of torment.....
 - (a) are given up altogether
 - (b) become more refined
 - (c) hurt more persons
 - (d) assume many shapes
5. The month of "June" is a state of suffering for parents and children because.....
 - (a) it is very hot and tiresome
 - (b) results are declared in June
 - (c) they have to appear for admissions
 - (d) they have to bid for the limited seats
6. The word 'obsolete' in para 2 means.....
 - (a) total
 - (b) complete
 - (c) old-fashioned
 - (d) out of date

B. Answer the following questions in brief:

7. Why has foot rule replaced the cane?
8. Which weapons are in the hands of educators today?
9. How are the tools of torment in higher classes different to primary classes?
10. Why is the month of June is a state of suffering for parents and children?
11. Write the words from the passage opposite in meaning to these words.
 - (a) Exhalation (para 1)
 - (b) Obsolate (para 2)

Answers:

1. (d) he carried a cane in his hand
2. (c) a flick of cane on the body
3. (a) it can injure without leaving a mark
4. (b) become more refined
5. (c) they have to appear for admissions
6. (d) out of date

Foot rule injures without leaving a mark.

Admission, textbooks and examinations are the triple weapons in the hands of educators today.

The tools of torment in higher classes become more refined.

In month of June they have to visit from school to school for admission.

(a) Inhalation

(b) Latest

Descriptive writing: expresses opinions. It can be argumentative, i.e. may give reasons, explanations, or explore cause and effect relationship. Passages of this kind are analytical. Sometimes the author presents his views with great depth of reasoning or force of argument with the intention of convincing the reader to his point of view. Such texts have great persuasive power.

2. Read this passage and answer the questions that follow.

1. A piano teacher described an interesting encounter she had had with a young lady who came to inquire about music lessons. The young lady asked her, "How long will this course take? My father tells me that it is in fashion now to be able to play musical instruments and that I should learn one quickly. I want something that will be quick, fast and easy like, like...." When the amused teacher explained that it would take a lifetime of meticulous practice to learn music, her face fell and, needless to say, she never came back.
2. The single most important factor that distinguishes those of us who succeed in any venture and those of us who don't is this 'instant coffee' attitude. Most of us want results quickly. We want to reach the top immediately and get worked up when things go wrong. Perseverance and patience are forgotten words. We get upset, frustrated, and angry when a skill or activity requires us to put in a lot of effort and time. We get dejected and want to give it up.
3. But such thinking serves no good. For, it doesn't solve the problem. Life is tough for those with an 'instant coffee' attitude.
4. Success, real success, and happiness come to those who have a 'bread-making' attitude. Those who are willing to knead the dough, wait for hours for it to rise, only to punch it down and knead some more, wait for another couple of hours for it to rise again, then bake it before it is ready to be eaten. Nothing is instantaneous. For every endeavour-whether in the area of career, academics, music, sports, relationships, physical fitness, or even in spirituality-it is a long arduous journey.
5. Only if we are willing to put in the time, painstaking effort and have faith, can we get results. If we don't accept this difficult-but-true fact of life, our lives will be far from being happy and fulfilling. For we may not make that extra effort which can change the course of life dramatically, for the good.
6. The major problems with these 'instant coffee' solutions are that they are invariably shortlived. If we stubbornly refuse to give up this search for quick solutions, all we do is end up on the wrong track.

2.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices.

Question (a) Why did the young lady wishing to learn piano not go back to her teacher?

- (i) Because the teacher was incompetent.
- (ii) Because the young lady wanted to learn guitar.
- (iii) Because the teacher told her that piano learning would take a lifetime of practice.
- (iv) Because she did not have enough money.

Answer: (iii) Because the teacher told her that piano learning would take a lifetime of practice.

Question (b) What does instant coffee attitude consist of?

- (i) quick results.
- (ii) good taste.
- (iii) good aroma.
- (iv) enjoyment.

Answer: (i) quick results.



Question (c) is an integral part of the 'instant coffee' attitude.

- (i) Patience.
- (ii) Perseverance.
- (iii) Impatience.
- (iv) Hard work.

Answer: (iii) Impatience.

Question (d) Bread-making attitude consists of

- (i) hard work and patience.
- (ii) intelligent planning.
- (iii) support from family.
- (iv) exceptional talent.

Answer: (i) hard work and patience.

Question (e) Dramatically in paragraph 5 means

- (i) as in drama.
- (ii) Suddenly and vastly
- (iii) unrealistically.
- (iv) only visibly

Answer: (ii) Suddenly and vastly

Question (f) Stubbornly in paragraph 6 is the opposite of,

- (i) gradually.
- (ii) unknowingly.
- (iii) blindly.
- (iv) flexibly.

Answer: (iv) flexibly.

2.2 Answer the following.

- (a) Success, real success, and happiness come to those who have a attitude.
- (b) We get upset, frustrated, and angry when a or activity requires us to put in a lot of effort and time.
- (c) Life is easy for those with the 'instant coffee' attitude. [True/False]
- (d) Painstaking effort and faith can help us reach the top. [True/False]

Answer:

- (a) bread-making
- (b) skill
- (c) False
- (d) True

- 2.3**
- (a) Find a word which means the same as 'going on in spite of difficulties' (para 2).
 - (b) Find a word which means the same as 'extremely careful' (para 1).

Answer:

- (a) perseverance
- (b) meticulous

3. Read this passage and answer the questions that follow.

The Tiger Temple In Kanchanaburi

1. For the jaded traveller who thinks they've seen and done everything, Thailand still has a surprise in store. For the chance to see wild tigers interacting with trusting monks, head to Pha Luang Ta Bua Yannasampanno Monastery.

2. Walking fully grown tigers on a leash is all part of a day's work for a group of Buddhist monks who have taken on the task of protecting the endangered animals by offering them a home within the walls of their temple.
3. The sanctuary is run by head monk Phusit Khantidharo, who insists all 10 tigers living at the temple in western Kanchanaburi province have adopted peaceful Buddhist ways. "We are a big family here and we live together," said Phusit, sitting cross-legged on a rock surrounded by five large tigers who take turns to affectionately nuzzle up to their saffron-robed master.
4. The tigers, with names like Storm, Lightning, and Great Sky, live among monkeys, horses, deer, peacocks, geese, and wild pigs in a scenic gully where they are free to roam and feed during the day. Visitors to the remote temple, about 200 kilometers west of Bangkok, are invariably stunned by the sight of the monks frolicking with tigers.
5. The monks have documented the personalities of all the big cats in a booklet with profiles varying from "likes to be a star and loves showing off" to "pretends to be tame and gentle but will bite."
6. The first tiger was brought to the temple in 1998 after being injured by a hunter but died within days. Soon after, two very ill cubs arrived with large knife wounds in their stomachs. Inexperienced hunters had tried to cut them open and inject them with the preserving agent formalin; in a bungled attempt to stuff them for a collector. Miraculously, they survived, and the temple quickly earned a reputation as a tiger haven. "When the villagers saw how we tended to the first tigers, they brought others. Some were injured by hunters who had a change of heart, others by people who did not want the tiger near their village but also did not want to see it die," he said.
7. Sitting with his tigers, and three handlers who keep an eye on the beasts just in case they get excited by the visiting strangers, Abbot Phusit conceded that the temple grounds were a less than ideal home for his striped guests. "We have started building an area in which they can roam, of about 12 acres, and eventually we want to send them back to the forest once they are ready to return," he said.
8. To return to the wild, the tigers would not have far to go. The temple sits on a small plain surrounded by jagged rocky outcrops about 40 kilometers beyond Kanchanaburi's fabled World War II – era Bridge on the River Kwai. Smugglers still ply this thinly populated area close to the Myanmar border, where armed patrols on both sides keep watch on rebel armies and ancient contraband routes. But despite the remoteness of the region, the tigers are still far from safe.
9. The World Wildlife Fund believes the rare tigers and the animals they feed on are still widely hunted in Thailand to maintain a steady supply of illegal tiger and other animal products. "We don't have an exact number for Thailand of how many tigers are left in the wild, but it varies somewhere between 150 up to a maximum estimate of about 500," said Robert Mather, who heads WWF's Thai operations, adding that the lower estimate was likely to be the most accurate figure. "But direct hunting here is not as big a problem as it is in Myanmar which still has more forest and so probably more tigers, with the bones going straight up to China, for traditional Chinese medicine," he said.

3.1 (i) Answer the following questions.

- a. Why is the Tiger Temple in Kanchanaburi surprising?
- b. Why are tigers in Thailand far from safe?
- c. What does the head of the sanctuary say about the 10 tigers living at the temple in western Kanchanaburi province?

Answer:

- a. The Tiger Temple in Kanchanaburi, officially known as the Pha Luang Ta Bua Yannasampanno Monastery, is surprising because there we can see wild tigers living and interacting with trusting monks.
- b. Tigers in Thailand are far from safe because the tigers and the animals they feed on are widely hunted to maintain a steady supply of illegal tiger and other animal products.
- c. Monk Phusit Khantidharo, the head of the sanctuary, insists that the tigers at the temple have adopted peaceful Buddhist ways. He includes the tigers as part of their big family that lives together at the monastery.



(ii) Write the meanings of the following words.

- a. jaded
- b. frolicking
- c. bungled

Answer:

- a. tired and bored
- b. playing or moving around in a lively, happy way
- c. something done badly

3.2 (i) Choose the correct options.

To return to the wild, the tigers would not have far to go. Why?

- a. The temple is near forests.
- b. There are many animals in the area.
- c. The monks will leave them there.
- d. The tigers would not like to go.

Answer: (a)

(ii) The word "haven" means

- a. paradise.
- b. shelter.
- c. dreamland.
- d. none of the above options.

Answer: (b)

(iii) The word "conceded" means

- a. approved.
- b. denied.
- c. maintained.
- d. none of the above options

Answer: (a)

(iv) The word "contraband" means

- a. a type of music band.
- b. paradox.
- c. goods that are illegally taken into or out of a country.
- d. agreement.

Answer: (c)

(v) The word "frolicking" means

- a. plodding.
- b. pedantic.
- c. nitpicking
- d. playing

Answer: (d)

(vi) A monk is

- a. a person whose job is social work.
- b. a member of a religious group of men who often live apart from other people in a monastery and who do not marry or have personal possessions.
- c. a person who creates works of art, especially paintings or drawings.
- d. a person who has been trained in medical science, whose job is to treat people who are ill/sick or injured.

Answer: (b)

Literary Passage

1. Read the poem and answer the questions that follow.

I REMEMBER, I REMEMBER
I remember, I remember
The house where I was born,
The little window where the sun
Came peeping in at morn;
He never came a wink too soon
Nor brought too long a day;
But now, I often wish the night
Had borne my breath away.

I remember, I remember
The roses red and white,
The violets and lily cups
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
The laburnum on his birthday,
The tree is living yet!

I remember, I remember
Where I was used to swing,
And thought the air must rush as fresh
My spirit flew in feathers then
That is so heavy now,
The summer pools could hardly cool

I remember, I remember
The fir trees dark and high;
I used to think their slender tops
Were close against the sky:
It was a childish ignorance,
But now 'tis little joy
To know I'm farther off from Heaven
Than when I was a little boy.

- Thomas Hood

- 2.1 (i) Answer the following questions.
- What was the poet's observation about the sun?
 - What is that one thing that surprised the poet?
 - What does the poet refer to as his childish ignorance?

Answer:

- The poet feels nostalgic remembering his childhood and remembers the early sunrise and the perfect sunset.
- Answers may vary.
- By 'childish ignorance' the poet refers to the fir trees which he as a child thought to touch the sky.



(ii) Find phrases in the poem which mean the following.

- a. not even a little
- b. taken away
- c. lean summits

Answer:

- a. 'tis little
- b. my breath away
- c. slender tops

2.2 (i) Choose the correct options.

What is the mood of the poet?

- a. delighted
- b. nostalgic
- c. irritable
- d. depressed

Answer: (b)

(ii) What is the figure of speech in these two lines?

The little window where the sun Came peeping in at morn

- a. metaphor
- b. simile
- c. personification
- d. antithesis

Answer: (c)

(iii) Violets are a type of

- a. tree.
- b. flower.
- c. leaf.
- d. shrub.

Answer: (b)

(iv) Laburnum is a type of

- a. tree.
- b. flower.
- c. leaf.
- d. shrub.

Answer: (b)

(v) The word "ignorance" means

- a. immoral.
- b. shabby.
- c. unawareness.
- d. knowledge.

Answer: (c)

(vi) Robin is a type of

- a. colour
- b. a mythical figure.
- c. insect.
- d. bird.

Answer: (d)

3. Read the passage about Helen Keller and answer the questions.

1. The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.
2. On the afternoon of that eventful day, I stood on the porch, dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor had succeeded this passionate struggle.
3. Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding – line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding – line, and had no way of knowing how near the harbour was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.
4. I felt approaching footsteps. I stretched out my hand, as I supposed to my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.
5. The morning after my teacher came she led me into her room and gave me a doll. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d – o – l – l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey – like imitation.
6. One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d – o – l – l" and tried to make me understand that "d – o – l – l" applied to both. Earlier in the day we had had a tussle over the words "m – u – g" and "w – a – t – e – r." Miss Sullivan had tried to impress it upon me that "m – u – g" is mug and that "w – a – t – e – r" is water, but I persisted in confounding the two. In despair, she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

3.1 (i) Answer the following questions.

- a. What was something unusual that was about to happen?
- b. What about spelling the 'doll' delighted Helen?
- c. ...seizing the new doll, I dashed it upon the floor. What emotion of the child does it reflect?

Answer:

- a. The unusual thing that happened was that Helen's teacher Miss Sullivan visited her and spelled the word 'doll' into her hand. Interested, Helen too imitated Miss Sullivan's fingers until she finally succeeded in spelling the letters into her hand correctly.
- b. Helen was delighted by correctly imitating Miss Sullivan's fingers to write the word. She did not even realize that she was spelling a word or even that words existed, she drew her delight from simply making her fingers go in monkey-like imitation.
- c. When Helen seized the doll and dashed it upon the floor, it reflected her impatience.



- (ii) Write the meanings of the italicized words.
- A deep languor had succeeded this passionate struggle.
 - I persisted in confounding the two.
 - In the still, dark world in which I lived there was no strong sentiment or tenderness.

Answer:

- the state of feeling lazy and without energy
- to confuse between two things
- gentleness or loving

3.2 Choose the correct options.

(i) What are the two lives that are being contrasted?

- Helen's and Anne's
- Helen's and her parents
- before and after her education
- before and after Anne came

Answer: (c)

(ii) What was the similarity in the great ship that groped her way toward the shore and Helen?

- both were directionless
- both had a long life ahead
- both were waiting
- both were sinking

Answer: (a)

(iii) What is a honeysuckle?

- a type of flower
- a type of plant
- a type of leaf
- a type of honey

Answer: (a)

(iv) The word "imitate" means

- fake.
- real.
- emulate.
- artificial.

Answer: (c)

(v) A hearth is

- a fireplace.
- an emotion.
- damage.
- distress.

Answer: (a)

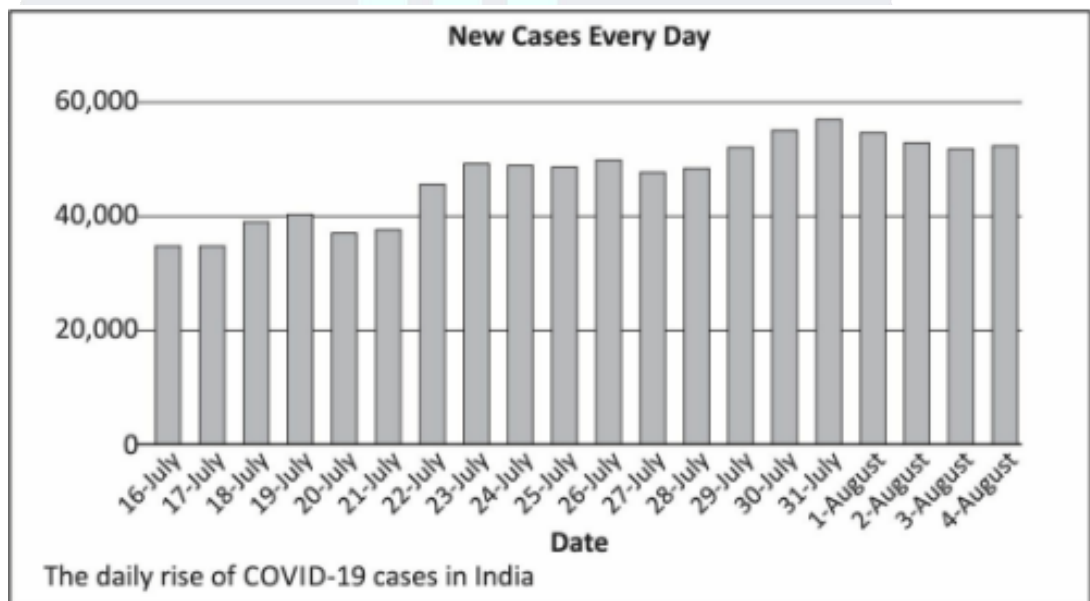
(vi) The word "tangible" means

- pungent.
- immaterial.
- palpable.
- all of the above options.

Answer: (c)

4. Case - based Factual passage with verbal/visual inputs
Q.1. India Covid-19 numbers explained

1. With novel Coronavirus spreading rapidly all over the country, there are only three states right now, Meghalaya, Sikkim and Andaman and Nicobar Islands, that have less than 1,000 people infected with the disease.
2. Lakshadweep, of course, still hasn't reported even a single case till now, the only region in India entirely free of the epidemic.
3. Otherwise, even the relatively smaller states now have significantly large spread of the disease. Goa, for example, has seen more than 7,000 of its people infected by the virus till now. Tripura has over 5,500 cases, while Manipur has more than 3,000, and Nagaland a little less than 2,500. Puducherry has more than 4,000 cases, while even Daman and Diu has over 1,300 people infected.
4. And in each of these states, the numbers are rising at a fast pace, at a rate higher than the national level. The infections had initially reached these states in the first and second week of May, when the lockdown was relaxed for the first time to enable people stuck in different parts of the country to return to their native places.
5. After a period of very slow growth, the number of cases have begun to rise rapidly in the last one month. In Goa, for example, the total number of infected people has nearly doubled in the last 15 days. Same has happened in Puducherry, as well.
6. Tuesday was one of those rare occasions when the number of active cases in the country, those who are yet to recover from the disease, went down compared to the previous day. That is because the number of recoveries, combined with the number of deaths, exceeded the new cases that were detected on Tuesday.



7. With over 52,500 new cases detected in the country, the total number of infections crossed 19 lakh, out of which 12.82 lakh people have recovered from the disease. The number of dead is now close to 40,000.
8. The number of recoveries on Tuesday was the highest-ever for a single day. More than 51,700 people were declared to have been recovered. Three days earlier, the number of recoveries had crossed 50,000 for the first time, but in the next two days the number had fallen to much lower levels.

Choose the correct option to answer the questions based on the above passage and graphics. Do any ten.

- (a) How are these three states – Meghalaya, Sikkim and Andaman and Nicobar Islands – different from the rest of India?
 - (i) they are the only states to have less than 1,000 people infected with novel coronavirus



- (ii) they are three of the five states to have less than 1,000 people infected with novel coronavirus
(iii) they are the only states to have less than 2,000 people infected with novel coronavirus
(iv) none of these
- (b) _____ is the only region in India which is entirely free of the epidemic.
(i) Andaman and Nicobar Islands
(ii) Maharashtra
(iii) Lakshadweep
(iv) Tripura
- (c) What is common among Goa, Tripura, Manipur, Nagaland, Puducherry and Daman and Diu?
(i) the numbers are rising at a fast pace at rates lower than the national level
(ii) the numbers are falling at a fast pace at rates equal than the national level
(iii) the numbers are rising at a fast pace at rates higher than the national level
(iv) none of these
- (d) Based on your understanding of the passage, choose the option that lists the inherent qualities of climate in the present times.
(i) 1 and 4
(ii) 2 and 6
(iii) 1 and 3
(iv) 3 and 5
- (e) Which date in the graph shows the highest jump of detected cases in a day?
(i) July 30
(ii) July 31
(iii) August 1
(iv) August 2
- (f) Of the 19 lakh infected cases, how many have recovered?
(i) 11.82 lakh
(ii) 13.82 lakh
(iii) 12.81 lakh
(iv) 12.82 lakh
- (g) More than 51,700 people were declared to have been recovered on _____.
(i) Wednesday
(ii) Sunday
(iii) Tuesday
(iv) Monday
- (h) When had the number of recoveries crossed 50,000 for the first time?
(i) two days earlier
(ii) Tuesday
(iii) three days earlier than Tuesday
(iv) none of these
- (i) Which word in the passage means the same as “quickly”?
(i) rapidly
(ii) significantly
(iii) native
(iv) rare
- (j) Which word in the passage is opposite in meaning to “indigenous”?
(i) rapidly
(ii) significantly
(iii) native
(iv) rare

Answers:

- (a) (i) they are the only states to have less than 1,000 people infected with novel coronavirus
- (b) (iii) Lakshadweep
- (c) (iii) the numbers are rising at a fast pace at rates higher than the national level
- (d) (iii) 1 and 3
- (e) (ii) July 31
- (f) (iv) 12.82 lakh
- (g) (iii) Tuesday
- (h) (iii) three days earlier than Tuesday
- (i) (i) rapidly
- (j) (iii) native

Q.2. Read the following excerpt from a Case Study. J.K. Rowling – A Journey.

The story of Joanne Kathleen Rowling's near magical rise to fame is almost as well known as the characters she creates.

Rowling was constantly writing and telling stories to her younger sister Dianne. "The first story I ever wrote down was about a rabbit called Rabbit." Rowling said in an interview. "He got the measles and was visited by his friends including a giant bee called Miss Bee. And ever since Rabbit and Miss Bee, I have always wanted to be a writer, though I rarely told anyone so.

However, my parents, both of whom come from impoverished backgrounds and neither of whom had been to college, took the view that my overactive imagination was an amusing personal quirk that would never pay a mortgage or secure a pension.

A writer from the age of six, with two unpublished novels in the * drawer, she was stuck on a train when Harry walked into her mind fully formed. She spent the next five years constructing the plots of seven books, one for every year of his secondary school life.

Rowling says she started writing the first book, Harry' Potter and the Sorcerer's Stone, in Portugal, where she was teaching English.

At first nobody wanted to publish Harry Potter. She was told that plot was too complex. Refusing to compromise, she found a publisher.

In 1997 Rowling received her first royalty cheque. By book three, she had sky rocketed to the top of the publishing world. A row of zeroes appeared on the author's bank balance and her life was turned upside down. Day and night she had journalists knocking on the unanswered door of her flat.

Rowling's quality control has become legendary, as her obsession with accuracy. She's thrilled with Stephen Fry's taped version of the books and outraged that an Italian dust jacket showed Harry minus his glasses. "Don't they understand that the glasses are the clue to his vulnerability."

Annual earnings of J.K. Rowling from 2010 to 2019

On the basis of your understanding of the passage answer any five of the six questions given below.

- (i) Explain J.K. Rowling's 'near magical rise to fame'.
- (ii) What reason did the publishers give for rejecting Rowling's book?
- (iii) What was the drawback of achieving fame?
- (iv) Why was Rowling outraged with the Italian dust jacket?
- (v) Find a word in the last para that means the same as 'insecure/helpless'.
- (vi) According to the graph, how many years did it take Rowling to become very successful?

Answers:

- (i) J.K. Rowling's near magical rise to fame is well known as the character she creates I.e. her popular characters led her to magical fame. She was on top of the world of publishing house after the book three was published and her bank balance increased tremendously.
- (ii) She was told that her plot of Harry Potter was too complex.



- (iii) The draw back was that she was approached day and night by journalists knocking at the door of her flat. It was becoming a nuisance and she did not respond all of them.
- (vii) She was obsessed with quality and accuracy and therefore was outraged at an Italian just Jacket for showing Harry without glasses.
- (iv) vulnerability
- (v) It took around 6 years for Rowlings to become very successful.

Q.3. NOTE MAKING AND SUMMARIZING

Note Making ; Notes are short written record of facts to aid the memory. Notes are usually taken to record a speech or dictation while listening to it or after reading a book, magazine or article. They are referred back whenever needed and may be reproduced in the desired way.

The necessity of note making

Knowledge is vast and unlimited, but our memory is limited. We cannot remember all the information all the time. Hence note-making is necessary. With the help of notes we can recall the entire information read/heard months ago. Note-making is quite useful to students preparing so many subjects. At the time of examinations, it is not possible to go through voluminous books. At such critical times, notes are quite handy. Hence note-making fulfils three useful functions:

- (i) It keeps a lot of information at our disposal for ready reference.
- (ii) It helps us reconstruct what was said or written and thus accelerates the process of remembering/recall.
- (iii) It comes in handy in delivering a speech, participation in a debate/discussion, writing an essay and revising lessons before an examination.

Characteristics of good notes

Short and Compact: Good notes must be short and compact.

Complete Information: They must contain all the important information.

Logical: They must be presented in a logical way.

Understandable: They should be understandable when consulted at a later stage.

Mechanics of note making

While making notes we follow certain standard practices. These may be listed as follows:

- (a) Heading and Sub-headings
- (b) Abbreviation and Symbols
- (c) Note-form
- (d) Numbering and Indentation

Heading and sub-headings

The heading reflects the main theme whereas the sub-headings point out how it has been developed. The selection of proper heading and sub-heading reveals the grasp of the passage by the students. In the absence of proper assimilation of main ideas and subsidiary points it is impossible to make notes.

Abbreviations and symbols

They are used for precision and economy of words and hence quite helpful in note-making. At least four recognisable abbreviations are to be used in note-making in your board examination.

These are essential components of note-making. Students often make use of abbreviations and symbols in doing their written work.

Note-Form

While making notes the whole information is listed in note-form in points only. Notes should not be written in complete sentences as we can't remember the whole information. So only the main points are listed one under the other and numbered.

It implies the logical division and sub-division of the listed information by using figures, letters, dashes and spaces.

All examples and figurative speeches are eliminated.

Conclusion

Note-making is a useful skill. You must develop it with constant practice. Notes form an essential part of your academic life and will serve you well in your School/Board examinations.

How to write note making

Follow the following steps:

Step 1 : (i) Read the passage carefully.

(ii) Try to get the theme and subject of the passage. You may ask yourself: "What is this passage about?" This will provide you the gist.

Step 2 : Read carefully. Identify main ideas and important supporting details.

Step 3 : Make notes of the main ideas under headings and add sub-points under sub-headings.

Step 4 : Use proper layout/format, e.g.,

- (a) Indented, linear form
- (b) Sequential form
- (c) Tabular form
- (d) Flow chart
- (e) Pie chart, graphs or diagrams, etc.

Step 5 : Use recognisable abbreviations wherever possible

Summary Writing; A summary begins with an introductory sentence that states the text's title, author and main point of the text as you see it. A summary is written in your own words. A summary contains only the ideas of the original text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.

5 key features of a summary:

The elements of a summary are as follows:

Conciseness. A summary is all about condensing significant information, which is a surprisingly complex skill. ...

Objectivity. Summaries are not reviews or opinions. ...

Good Structure. Even if they are only a few sentences, summaries should be well-structured. ...

Accuracy. ...

Independence.

Finally, The 3 most important parts of summary-

- An introduction paragraph. A strong thesis statement that focuses on the main idea or purpose of the work.
- Body paragraphs that support that thesis.
- A conclusion paragraph that ties it all together.

Example 2 – Read the following passage

You may never want to fly kites to keep away evil spirits, as the Chinese have done for centuries, or to make rain, as the Tibetans did, but some more modern and western uses may tempt you to try experimenting yourself along similar lines. Ancient and medieval Chinese sources describe kites being used for measuring distances, testing the wind, lifting men, signalling and communication for military operations.

The earliest known Chinese kites were flat (not bowed) and often rectangular. Later, tailless kites incorporated a stabilising bowline. Kites were decorated with mythological motifs and legendary figures; some were fitted with strings and whistles to make musical sounds while flying. From China, kites were introduced to Cambodia, India, Japan, Korea and the western world.



The most widespread use of kites in modern times has been for meteorological investigations. Everybody knows about how Benjamin Franklin, the great American scholar and statesman, sent a kite up in 1752 during a thunderstorm to prove that lightning was caused by electricity. He produced sparks at ground level from a key hung on the wet line as the current flowed down it.

A second investigator repeated Franklin's experiment shortly afterwards and was killed. By sending up instruments on kites it has been possible to make readings of air pressure, temperature, speed, direction and humidity. Although thermometers had been sent up long before, it was not until 1894, that a self-reading thermometer, a thermograph, was sent up by a kite.

- (a) On the basis of your reading of the above passage, make notes on it using headings and subheadings. Use recognizable abbreviations (minimum four) and a format you consider suitable. Supply a suitable title to it.
- (b) Make a summary of the above passage in about 80 words.

Ans. History of Kites

I. Origin

1. Chinese
 - 1.1. flat
 - 1.2. rectanglr.
 - 1.3. used to keep away evil spirits
 - 1.4. mythlgcl. and legendary figures
 - 1.5. strings & whistles

2. Tibetan

- 1.1. to make rain

II. Modern Times

1. meteorlgcl. investigations

- 1.1. sending instruments on kites
- 1.2. taking readings of temp., speed, direction, humidity, ap.

2. Benjamin Franklin

- 2.1. American scholar & statesman
- 2.2. experiment done in 1752
 - a. sent kite up during thunderstorm
 - b. to prove - lightning caused by electricity.
 - c. produced sparks at ground level from key on wet line

2.3. Second investigator died

3. Military operations

III. Thermograph

1. 1894
2. self-reading thermometer

Key:

1. rectanglr. - Rectangular
2. Mythlgcl. - Mythological
3. Meteorlgcl. - Meteorological
4. Temp. - Temperature
5. A.p. - Air pressure
6. Electcty. - Electricity



SUMMARY

History of Kites

Kites are of Chinese and Tibetan-origin. The Chinese kites were flat and mostly rectangular, with mythological or legendary figures on them. While the Chinese used kites to ward off evil spirits, the Tibetans used kites to bring rain. Now, kites are used to measure air pressure, temperature, humidity, speed and direction of the wind. This use was discovered by Benjamin Franklin in 1752, who wanted to prove that lightning was caused by electricity. Taking readings has become easier with the invention of thermography.

Note making Example Passage 7:

It is an unpretentious structure tucked in a corner of Chandni Chowk. It could be missed by a passer-by but for the chirping which gives away its unique mission. The Charity Birds Hospital is the only one of its kind in the country. Many people arrive here daily with injured birds which they may have found lying by the roadside. After a quick inspection, an attendant makes a simple entry in the register: name of the person, kind of bird and date and "admits the patient" for treatment free of cost. The bird then becomes the sole responsibility of the hospital.

The ailing bird is administered first-aid and then kept in an isolated cage. Often medication and proper care is all that is needed. After the wound heals, the bird is moved to a common section with other birds of its kind. Soon it will be healthy enough to fly away, may keep visiting the terrace for food and water. The work began way back in 1929 in a small one-room structure. One Lala Lachumal Jain, along with others, decided to start a medical facility for birds. A few years later it became increasingly difficult to treat the large number of birds being brought. In 1957 the present building was inaugurated.

The progress of the hospital has been slow but steady. Till 1968 only ayurvedic treatment was being administered. Allopathy was adopted that year. And it was as recently as in 1992 that a laboratory was set up to conduct pathological tests. Though surgery is conducted at times and doctors try their best to save the bird's life, it is often too late. The mortality rate is quite high: around five to six birds die everyday.

The hospital survives only on charity. The trustees proudly claim that there is a steady flow of donations. Rich businessmen, visitors and even tourists donate generously. Till date they have never approached the government for funds. However, the hospital has drawbacks. It does not accept carnivorous birds and does not admit pet birds. Moreover, the bird is subjected to a lot of stress as, being in old Delhi, the place is not easily accessible. Since it survives on charity, it is unable to take up research work.

But work goes on. The staff says, they have received as many as 50-60 cases a day. The hospital has an emergency ward and stays open round the clock. It spends approximately ₹ 6 lakh to ₹ 7 lakh annually and at any given time looks after 4000 to 5000 birds.

2.1 On the basis of your reading of the passage make notes on it, using recognizable abbreviations wherever necessary. Use a format you consider suitable. Supply a suitable title. 5

2.2 Make a summary of the passage. 3

Answers:

2.1 Title: Charity Hospital for Birds

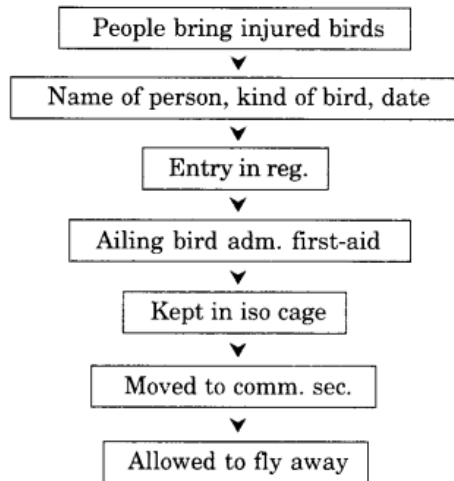
Notes:

1. Place & Origin

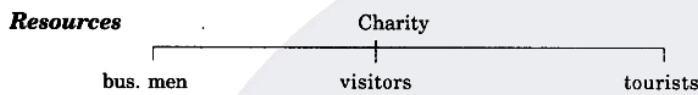
- 1.1 Locn. : Corner of Ch. Chowk
- 1.2 Founder : Lala Lachumal Jain (1929)
- 1.3 Growth : 1929 – 1 room struc.
1957 – pres. bldg.
- 1.4 Facilities : Upto 1968 – ayurvedic treatment
from 1968 – allopathy introduced
from 1992 – path, lab tests & surgery



2. Procedure of treatment



3.



4. Uniqueness

- 4.1 charitable—no govt, funds
- 4.2 free of cost trtmt—4000 to 5000 birds per day
- 4.3 expenditure: Rs 6 - 7 lakhs annually

5. Drawbacks

- 5.1 carnivorous & pets excluded
- 5.2 locn. inaccessible
- 5.3 no research wk.

2.2 Chandni Chowk has an unpretentious structure that is charity birds hospital which is one in the whole country. Birds are treated in the hospital after making an entry to the register, name of the person who carries the injured bird and treatment starts free of cost. The hospital takes the sole responsibility to heal the wounds of a bird. The bird is kept under observation till it become able to move to the common section with other birds. The hospital gets fund from tourists, visitors and common men but it does not get any fund from the govt. It's annual expenditure is? ₹ 6-7 lakhs.

Passage 16: There are so many things we humans tend to hold back on. We repress a lot of our emotions, whether they are considered 'good' or 'had' ones.

Sometimes we hold back on expressing our love for fear of being misunderstood, or perhaps thinking the timing is not 'right'. Most commonly, we have been taught to hold back on our 'negative' emotions fear, anger, sorrow, pain, etc.

As a child, I was often told to squelch those emotions that demonstrated 'weakness'. I held back my tears in order to appear strong. I repressed my anger to be a 'good girl' and 'loving'.

Yet, I now realize that holding back anger or any other emotion affects negatively the person who is holding back. The anger I refused to let out stayed locked up inside, fermented, and gave rise to all kinds of poison. Frustrations and anger were withheld, only to explode when I'd 'had enough'. This anger later had to be released through illness, situations where the anger was unleashed at someone or something else (or at myself), or through therapy.

What happens when you feel anger (consciously or sub-consciously) but want to hide it? Whatever we hold back becomes a part of us and gets stored in our body as a tangible manifestation in the form of headaches, tension, pain, illness, ulcers, cancer, arthritis, back pain, and many other physical ailments.

Of course, we feel that by holding back on expressing our anger we are doing the 'right' thing and not hurting anyone. Yet, little do we know, the other person may need to hear what we have to say, just as much as we need to express it.



Of course, we need to learn how to express our anger or discontent without 'dumping' on the other. We can express ourselves without destroying the other person's sense of self-worth or attacking them emotionally, verbally, or physically.

Expressing our deepest feelings also applies to expressing feelings of love and appreciation. How many times have we felt gratefulness towards another being, sometimes just for their presence in our life, and failed to express it? That person may really need to hear your words of praise to give them a boost in their own self-esteem. May be they are unaware of what you so clearly see in them.

I have found that at times when I expressed feelings of gratitude and love to others, they were surprised at the way I saw them. Never assume that the other person knows how much you appreciate them. If you think it and feel it, then say it.

Our rational mind has been well trained to dissect and analyse. It likes to hold back on acting instinctively and instead question scientifically what is the 'right' action to take. So, we've held our true selves back, and not expressed that inner inspiration to laugh, cry, scream, give a hug, or say a kind word when our first feeling guided us to do so.

Whatever first thought or feeling comes to you is your intuition, or in other words, your divine inspiration. Any other thoughts that follow, i.e. "may be I shouldn't say that", etc., are only your mind (ego) doubting and questioning, afraid of making a 'mistake'.

The best thing to do is to follow your first instinct, your inner guidance, which comes as the first feeling or thought. That is your 'God-self.' The universal power of Love guides us towards happiness, and that is why our first instinct is always the one that will bring us true happiness and inner peace.

We can choose to let go of the fear of being wrong, or appearing ridiculous, etc., and act on our feelings. Be true to yourself. Holding back is only postponing the truth and can harm the other as well as ourselves. Holding back is postponing the freedom to be who we really are loving, truthful children who desire to be happy and free from negativity.

Let go! Express your truth today! You and your world will be better for it.

2.1 On the basis of your reading of the above passage, make notes on it, using recognizable abbreviations where necessary. Use a format you consider suitable. Supply an appropriate title. 5

2.2 Make a summary of the passage. 3

Answers:

2.1 Title: Repression V/s Expression of Emotions

Notes:

Repression of emotions

- (a) children taught to repress -ve emotions
- (b) even love not expressed
- (i) fear of being misunderstood
- (ii) time not rt.

Negative Effects of Repressed emotions

- (a) suppressed anger & frustration → poison → sudden explosion
- (b) ways of Release:
 - (i) illness
 - (ii) situations
 - (iii) therapy.
- (c) Tangible manifestations
headache, tension, pain, ulcers, cancer, arthritis, etc.
- (d) postponing truth
∴ harmful to self & others

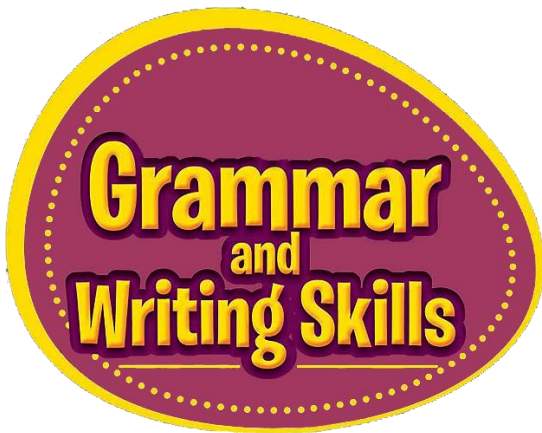


- (e) postponing freedom to be real self i.e.
loving, truthful, happy & free from-vity
Rational Mind V/s Instinct
- (a) Mind dissects & analyses
∴ checks instinctive reaction
- (b) First instinct inner inspiration or intuition
∴ gives love, happiness and peace

Conclusion

- (a) follow inner inspiration
(b) express yourself freely
- 2.2** Children are taught to repress negative emotions. Fear of being misunderstood prevent them even in expressing love. Repressed emotions suppressed anger, frustration, poison and sudden explosion which may cause illness like headache tension, pain, ulcers, cancer, arthirites etc. In life postponing truth is harmful to self as well as others. So freedom should not be postponed to make your world better and happier.





Short Composition : Advertisement

ADVERTISEMENTS

An advertisement is a paid promotional tool backed by an identified sponsor to call public attention to an offering or a brand. An advertisement is a public announcement made through a popular medium like newspapers, magazines, television, radio, and the cinema.

An advertisement may be displayed on a placard as well. It is non-personal, oral, or visual message regarding a product, a service, or an idea.

Purpose An advertisement attracts immediate attention of the public. It is a very potent tool for promoting sales or services. It is used to influence the minds, tastes and even motives of the masses. Remember, an advertisement is a play of words. It must be very attractive to catch the eye of the reader.

If you advertise something such as a product, an event, or a job, you tell people about it online, in newspapers, on television, or on posters in order to encourage them to buy the product, go to the event, or apply for the job.

- The players can advertise baked beans, but not rugby boots.
- The property was being advertised for sale in America.
- Religious groups are currently not allowed to advertise on television.

If you advertise for someone to do something for you, for example to work for you or share your accommodation, you announce it online, in a newspaper, on television, or on a notice board.

- We advertised for staff in a local newspaper.
- I shall advertise for someone to go with me.

If someone or something advertises a particular quality, they show it in their appearance or behavior.

- His hard sinewy body advertised his ruthlessness of purpose.

If you do not advertise the fact that something is the case, you try not to let other people know about it.

- There is no need to advertise the fact that you are a single woman.
- I didn't want to advertise the fact that he hadn't driven me to the airport.
- To present or praise (goods, a service, etc.) to the public, esp in order to encourage sales
- To make (something, such as a vacancy, article for sale, etc.) publicly known, as to possible applicants, buyers, etc. to advertise a job.

An advertisement is a powerful tool to promote products and services. It is meant to attract the attention of a target group. An advertisement is sent in public domain by print media or electronic media. Advertisements drafted for print media are published in newspapers, magazines, and periodicals.

An advertisement for the classified columns in a newspaper should be brief as the price to be paid for the advertisement very much depends on the space taken.

The following points should be kept in mind while writing an advertisement:

- Give a heading to the advertisement.



- Full sentences are not written. The message is conveyed in brief phrases.
- No punctuation except for full stops is used.
- Draw a box around the advertisement.

To make something known generally or in public, especially in order to sell it:

- We advertised our car in the local newspaper.
- He advertises his services on the company notice board.
- I'm going to advertise for (= put a notice in the newspaper, local shop, etc., asking for) someone to clean my house.
- There's no harm in applying for other jobs, but if I were you, I wouldn't advertise the fact (= make it generally known) at work.

Other advertisements in leaflets, or other spaces in a newspaper, can be written in full sentences using proper punctuation.

TYPES OF ADVERTISEMENT

- Broadcast Advertisements
- Print Advertisements
- Outdoor Advertisements
- Product Or Brand Integration
- Digital Advertisements
- Classified advertisements
- Display or commercial advertisements

1. Broadcast Advertisements:

Broadcast advertisements are mass marketing tools that use broadcast mediums like TV and radio to spread the advertising message to a wider audience.

These ads rely more on visual communication and hence can target everyone with access to such mediums irrespective of their literacy level.

2. Print Advertisements:

Print advertisement is a mass advertisement strategy that uses hard copy printed mediums like newspapers, magazines, brochures, flyers, etc., to communicate the advertisement message to the customers.

It is one of the oldest advertisement types that majorly target and cater to a literate audience.

3. Outdoor Advertisements:

Outdoor advertisements or out-of-home advertisements are ads that reach customers out of their homes. They use mediums like billboards, buses, taxis, or street elements.

Outdoor advertisements can be digital or traditional, but all of them are targeted to a geographically oriented target audience.

4. Product or Brand Integration:

It involves brand or product placement in entertainment media like TV shows, OTT series, YouTube videos, etc., where the brand is interwoven within the script without looking salesy.

Instead of being interruptive advertisements, these ads form the script or a part of the entertainment media and communicate the message in a better-scripted manner.

5. Digital Advertisements:

Digital advertisements are technology-powered advertisements that use online or digital paid channels to communicate the marketing message to the target audience. Such ads appear online or on digital channels like websites, search engines, social media platforms, mobile apps, and other digital channels.

6. Classified advertisements:

These are printed under various categories such as situation vacant, situation wanted property for sale, matrimonial, and lost & found etc. These are very brief, occupy less space and are economical. These are written in a simple and concise language using short phrases and words. Articles and conjunctions are avoided, and prepositions are rarely used. Every advertisement must contain contact no. or address or both. Complete sentences are not written in classified advertisements.

7. Display or commercial advertisements:

These advertisements are written for promotion/sale of products. They can be of any size or colour and contain a lot of illustrations, sketches, drawings, etc. Different fonts can be used to make them attractive. These occupy more space and so cost more to be printed in the newspaper

Objectives of Advertisements

Advertisements can be released with numerous objectives depending upon the type of business, marketing campaign, campaign requirements, etc. However, these objectives can be categorised into three prominent objectives –

- To Inform about the brand or offering and increase the brand awareness and brand exposure in the target market.
- To Persuade the customers to perform a specific task like buy or try a product or provide some information.
- To Remind and reinforce the brand message and reassure the target audience about the brand vision.

Besides these three main objectives, advertisements also focus on

- **Building brand:** One of the objectives of advertisements is to let the world know about the brand and build brand equity.
- **Increasing sales:** It aims to fulfil the short-term sales goal of the business.
- **Creating demand:** Advertisements aim to create both short-term and long-term demand for the brand and its offerings.
- **Engaging with the target audience:** Advertisements try to develop relationships with the target audience.
- **Expanding customer base:** Attracting new customers and expanding the existing customer base is one of the important objectives of advertisements.
- **Changing customers' attitudes:** Sometimes, advertisements are important to influence and change customers' attitudes towards the brand or offerings.

Importance Of Advertisement

Advertisements are important for both the business and the customers.

For the businesses:

- **They help differentiate the product:** Advertisements aim to position the brand and offering uniquely in the customers' minds. This eventually results in differentiating the offering from the competition.
- **They lead to sales:** Advertisements increase brand awareness and result in more sales as more and more people enter the brand's sales funnel.
- **They create awareness:** Advertisements increase brand awareness and brand exposure and inform the target audience about the offering.
- **They increase the brand's goodwill:** Advertisements reiterate the brand's mission and vision and increase its goodwill among the target customers.
- **They help build a favorable brand image:** Smart advertising help develop a favourable brand image that aligns with the brand identity and helps the business achieve marketing objectives sooner.

For the customers:

- **They increased awareness:** Advertisements inform the customers about the available products in the market and help them choose the best product that would solve their problems or satisfy their needs.



- **They make decision-making convenient:** Advertisements communicate the brand message along with the benefits of the brand and offerings. This makes the customer decision-making process easy as the customers get to know what suits their requirements and budget better.
- **They ensure better quality:** Advertisements include numerous said and unsaid promises that the advertiser must fulfil to sustain in the market. This ensures quality as a brand wouldn't want to waste money on false promises.

SAMPLE

- You are looking for a second hand car. Draft an advertisement for the classified column of a newspaper, specifying your requirements in 50 words. You are Sumit /Sunita of A-40, Vinod Enclave Delhi.

Ans.

Wanted

Wanted second hand car in good condition should be no more than three years old. Medium sedan with mileage less than zone lakh kms, preferably owner driven without accidents. Honda, Hyndia, Tata, Ford, Toyota preferred. Documents should be in order. Please contact: Sumta, A40, Vinod Enclave Delhi.

- You are the General Manager of a leading company. You need a Chartered Accountant for your office. Draft an advertisement in not more than 50 words to be published in the Times of India, New Delhi, under the classified columns.

Ans.

WANTED

Wanted a chartered accountant for a leading manufacturing company. The applicant should have certification for practising as a chartered accountant. Experience in a similar company is desirable but not essential. The applicant should send their application with their CV and photograph to the Manager, HRD, Eicher Manufacturers, F 16, Connaught Place, latest by 20 August 20XX.

- Abha/Abhay has a very good knowledge of all the tourist attractions in Delhi. (S)He wants to work as a Tourist Guide. Draft a suitable advertisement for publication in the classified columns of a local daily.

Ans.

AVAILABLE

History graduate fluent in English, French and Spanish seeks employment with good private tour operators. Excellent communication skills and ability to handle groups up to 50 people. Familiar with Delhi monument but. Contact Abhay Verma 9848XXXXXX. email: abhay@mail.com.

- You are Suyashi/Utkarsh, living at M-48, Wajirpur, Delhi. You want to sell off your mobile phone. Draft an advertisement for the classified columns of a national daily giving its details and the price expected.

Ans.

FOR SALE

Samsung mobile of Galaxy Series dual sim, dual camera, Android in good condition. Owner wishes to sell earliest as is where is basis. Minimum acceptable price 8000. Only cash will be accepted. Interested buyers. Contact: Suyashi, M-48, Wazirpur Delhi, Fix prior appointment calling 8432XXXXXX

More examples:

- They advertise clothes 'for the fuller figure'.
- It is most expensive to advertise at peak viewing times.
- The concert was well enough advertised but ticket sales were poor.
- Teaching posts are advertised in Tuesday's edition of the paper.
- The market for those dreadful compilation records you see advertised on TV is just another of life's great mysteries.



Long Composition : Debate Writing

DEBATE WRITING

A formal discussion on a particular technical or general topic during a public meeting or legislative gathering. In a debate, everyone puts their view and opinions in front of opposing ones and finally, one person wins the argument with a vote. But in debate writing, participating candidates need to express their views in a particular format and make opposing members impress by perfect debate writing skills.

Debate Writing: Want to flaunt your good English skills and abilities in an argument, discussion, or essay writing? Debate Writing is the best way to flaunt your hidden skills and gain confidence. Debates can be done verbally where a group of people put their views & opinions about the issue and expect you to deal with the Raisen points or express your strong points against them.

Format of Debate Writing:

In order to win any argument or discussion, one should gain more knowledge about the topic and then express their point of view in a perfect style of writing. So, here we have compiled a debate writing format to enhance your debate skills and make you win among all.

Formal Address: Formal addressing the chief guest, jury members and the audience is the great gesture of a debater. Hence, it is mandatory to address formally at the opening line of a debate.

- **Motion/Introduction:** After addressing, the introduction about his/her is important to make their stand clear. The motion should be the first paragraph at the time of debate writing.
- **Argument/Discussion:** Debater should put his/her views against other speakers and highlight the main lines by stressing or by giving real-time examples to make it more supportive. Your points must be strong and logical to revoke a few points stated by the opponent. The speaker should highlight all these main points of the debate or argument in the middle paragraph.
- **Conclusion:** At the end of the debate lines also a speaker should express his/her own opinions regarding the issue. Basically, it needs to be an impactful statement that everyone satisfies and stands on the issue. Make an end with gratitude like "Thank You!"

Types of Debate:

Students and participants can view several diverse formats or types of debates. Each and every debate type has its own unique style and focuses on the areas like school, college or a political arena. Following are some of the most general Debate Types that are pursued mostly in the western world. They are as follows:

- Parliamentary Debate
- Cross-Examination Debate
- Lincoln–Douglas Debate
- NDT Debate
- Spontaneous Argumentation
- Team Policy Debate

Easy Steps Writing a Debate Perfectly:

Then, following these six easy steps help you give your best in framing good debate writing and make you win the verbal sparring match. Let's check the 6 simple steps below and write a debate with ease:

- Determining the Topic
- Economic Challenges
- Pre-research
- What's the Point?
- Use your own arguments
- Your Arguments
- Conclusion



SAMPLE

- You are chosen for representing your school at the regional level inter-school debate contest. Prepare a debate for the same on the topic given below: 'Newspapers ought to contain more news and fewer advertisements.'

Ans. Respected Chairperson, August faculty and dear friends. I, Senha, stand before you to speak for the motion.

It is painful to see that journalists have lost all ethics and professionalism today. They adopt diverse techniques to increase the revenue of their paper. They try to sensationalise the news to win more readers. However, even the newspaper having the largest circulation is not self-dependent. It must have plenty of commercial advertisements to meet its running costs. In fact, it is these ads which provide the owners the requisite funds. Thus, advertisements cannot be ruled out. They are a necessary evil and must stay.

The owners and editors of the newspapers must also realise their responsibility to the nation. The press is the strongest pillar of democracy. It creates sensible public opinion in favour of good policies and criticises the wrong policies. The newspapers must maintain a balance between news and advertisements. A common man buys a newspaper for news. It would be better that the editors publish a classified advertisement supplement twice or thrice a week and save the general reader from the proliferation of advertisements while scanning the pages for views and news.

- Academic excellence is the only requirement for a successful career." Write a debate either for or against the motion. (120 – 150 words)

ACADEMIC EXCELLENCE IS THE ONLY REQUIREMENT FOR A SUCCESSFUL CAREER.

FOR THE MOTION:

"The beautiful thing about learning is that no one can take it from you."

Respected judges and my worthy opponents, I stand before you all to speak in favour of the motion: "Academic excellence is the only requirement for a successful career".

Right to Education is the fundamental right of every child in the age group of six to fourteen years. The education system in the primary years is designed so as to provide basic knowledge of each subject and help the youth of today to choose their subject of interest for its deeper study that can only be provided effectively through universities. It plays a key role in the development of society and nation. Information cannot be converted into knowledge without education. Education makes us capable of interpreting things, among other things.

It helps in raising future leaders by providing them clear understanding and developing decision making abilities. It makes them resourceful and competent. Excellence in academics prepares children for the competition ahead and teaches them to work hard as well.

Moreover, Excellency will ensure admission to the best universities for higher education that provide exposure and a kick start to their career. To conclude, I would say that one who has it's academic future choices sorted out, has it's career planned out.

"The goal of education is the advancement of knowledge and the dissemination of truth. "A

Thank you.

AGAINST THE MOTION:

Good morning, ladies and gentlemen! My topic for the day is "Academic excellence is the only requirement for a successful career" and I choose to speak against the motion.

"The goal of education is to raise the leaders of tomorrow". But my question is, how is it that most of the leaders of today happen to be college dropouts? This is because having degrees cannot ensure success. It fails to impart the life skills and polish personality of an individual. They can surely give you an overview of a subject but fail to provide an overview of how the world works. It does not ensure skills and competencies. It

tells people what to think instead of how to think and the end results is that the society now has just robots who have switched their minds off only to believe what is being taught.

One's attitude towards life is what brings success. Undoubtedly, academic Excellencies can provide you degrees or may even land you at a job, but your success depends upon how you think, behave, walk, talk and present yourself. It has been rightly said,

“Education produces great employees in the market, not employers”.

Thank you.

- Homes for the aged is a necessity in India ‘. Write a debate in 120- 150 words either for or against the motion. You are Shivam/ Shivani.

HOMES FOR THE AGED IS A NECESSITY IN INDIA

FOR THE MOTION:

Old age is often referred to as the crown of life, as it is our play's last act. Honorable judges, teachers, and my worthy opponents, I thank you all for providing me the opportunity to highlight the importance of Old Age Homes in India.

An old age home is a place, a home for old people who have no one to look after them or those whose children have left them on the streets. The place, of course, is like home where the inmates get all the facilities for a routine living, like food, clothing, medicine and shelter. Old age brings with it physical weakness. In case they are alone at home while you're away, it would be almost impossible to tackle any medical emergency. These centers will take care of them and cater to all such emergencies

Also, burglars usually attempt to break into a house where a lonely, aged person lives, murder them without hesitating and loot the house. That's why it is safer to keep your parents in a senior-care-home when you have to stay away from them for your earning and are unable to keep them there with you.

Thus, it is crucial to have old age homes in the country because old age needs so little but needs that little very much. Nothing is more important than a smile that has struggled through tears and many years.

Thank you.

AGAINST THE MOTION:

Good morning, ladies, and gentlemen! My topic for the day is “Home for the aged is a necessity in India “A and I choose to speak against the motion.

There is nothing fundamentally wrong with the whole idea of old age homes, but just like there are two sides of the same coin, it also has some disadvantages and problems associated to it. Services attract costs. Better the services, higher the costs. Most of the aged population are pensioners or dependent on children which makes it difficult for them to afford good quality care. There is lack of privacy too. The environment is impersonal, which may give rise to feeling of loneliness, which may further lead to depression. They lose the right to decide what to eat and cannot spend time with grandchildren. Also, there have been many incidents of neglect and poor treatment.

They are those people who made us capable and created a world for us. How can we leave them in the cold, that too when they require the warmth of our love the most? Our parents have sacrificed so much for us without asking for anything in return. This makes it our sole responsibility to take care of them when they need it the most, because, in the end, the ultimate luxury is being at home and able to relax with the family.

Thank you.





Long Composition : Poster Writing

POSTER MAKING

A poster is used to convey a message or some information through words, graphics, pictures, etc. A poster is usually made large and attractive as it is displayed on the walls. It can be used for advertisement or promotion or sale of some items or it can be used to spread a message. It is used by artists, film makers, advertisement agencies, political parties, NGOs, government departments such as public relations, health and family welfare, education or environment protection agencies for public awareness.

Purpose Posters can be used for highlighting the following:

- ❖ cultural shows/exhibitions/seminars/workshops/fairs/fetes, etc.
- ❖ educational institutions and student's activities
- ❖ social themes/problems

Generally a poster has certain important features. These include:

Layout

- The poster should be visually attractive.
- It should contain a catchy title.
- It should contain a sketch or simple visuals to make it look attractive.
- It must have different fonts in different shapes and sizes.

Content

- The theme/subject must come across clearly.
- Description/details related to the theme should be given.
- Essential details, e.g. date, time, venue, must be included.
- Names, i.e. issuing authority, organizers, must be mentioned.

Expression

- Attention must be paid to the organizing and sequencing of content.
- Appropriate language must be used.
- Creativity in language and design must be encouraged.

Posters recapture and recreate the basic modes and styles of three modes of communication, i.e. notices, advertisements and invitations. They should, thus, be so designed so as to captivate the attention of the onlookers. To achieve this, the poster must use bold and capital letters, striking designs and ornate work. Catchy phrases and slogans are the lifeline of posters.

Important Points for Making Poster:

- Maintain brevity as there is limited space available.
- Clarity is essential in order to successfully put the message across.
- The poster should look attractive.
- Use visuals/pictures to create interest and get the message across. The visual/ colours must add to and not detract from the message.
- Arrange content in a pleasing, readable way. The wordings of the poster should be centred in an appealing manner.
- The first line should introduce the purpose of the poster, e.g. A Health Mela, A School Fete, etc.
- Mention relevant contact details.
- Include other details that would awaken the interest of the reader.
- The name and address of the issuing organization must be clear.
- Catchy slogans/captions can be used to make the message effective.

SAMPLE

- Prepare a poster to be put in the school entrance lobby announcing the Annual Athletic Meet of your school.
- Prepare a poster on behalf of the Municipal Authority of your city informing the citizens about how to protect themselves against mosquitoes.

Fight the Mosquito

- Mosquitoes cause malaria, dengue and chikungunya.
- Do not allow mosquitoes to breed in your house/neighbourhood.

<p>Don't</p> <ul style="list-style-type: none"> ☞ allow water to collect in pans, coolers, pits ☞ allow garbage to accumulate in the streets, parks 		<p>Do</p> <ul style="list-style-type: none"> ☞ Spray insecticides ☞ Open windows when the municipal vans come for fogging ☞ Wear full-sleeve clothes and trousers
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Issued by Municipal Corporation of Delhi

- Prepare a poster on behalf of an NGO to be placed in various parts of the city urging the people to save trees.

WE LOVE TREES

TREES NEED HELP!

- ☞ Trees are our best friends.
- ☞ All parts of trees are useful to us.

DO NOT CUT TREES

- ☞ Trees keep the environment clean.
- ☞ Trees give us oxygen.
- ☞ Use recycled paper.
- ☞ Use substitute of wood for construction.

ISSUED BY TREE LOVERS GROUP

- Prepare a poster on behalf of the Municipal Authority of your city advising citizens on ways to save water.

Water is Precious.
Water is Life.
Save water and you thrive.

HOW TO SAVE WATER

- ☞ Shut the tap after use.
- ☞ Stop leakage in taps and tanks.
- ☞ Do not wash cars, walls, compounds with drinking water.
- ☞ Use bucket instead of shower for bath.
- ☞ Learn and practise WATER HARVESTING.

ISSUED BY: MUNICIPAL COUNCIL, ABC CITY





Long Composition : Speech Writing

SPEECH WRITING

A speech is an effective way of communicating a message to a large audience. It is one of the ways of spreading awareness regarding social issues or giving information regarding other important issues. As a form of writing a speech is similar to an article except that it begins with a formal address to the audience, is more conversational in tone and concludes with a 'Thank you'. A speech is written for a specific purpose like informing, persuading convincing or entertaining an audience.

Types of Speeches

Speeches can be divided into the following categories: the informative speech, the persuasive speech, and speeches for special occasions.

Informative Speech

If the speech's purpose is to define, explain, describe, or demonstrate, it is an informative speech. The goal of an informative speech is to provide information completely and clearly so that the audience understands the message. Examples of informative speeches include describing the life cycle stages of an egg to a chicken, explaining how to operate a camera, or demonstrating how to cook a side dish for a meal. The organization of the speech depends on your specific purpose and varies depending on whether you are defining, explaining, describing, or demonstrating. Informative demonstration speeches lend themselves well to the use of visual aids to show the step-by-step processes with real objects.

Persuasive Speech

Persuasive speeches are given to reinforce people's beliefs about a topic, to change their beliefs about a topic, or to move them to act. When speaking persuasively, directly state near the beginning of the speech what is good or bad and why you think so. This is your thesis statement, which you should give early in the speech. One way to structure a persuasive speech is to use the five-part argument:

1. The introduction attracts the attention of the audience, sets the tone, and describes what the persuasive speech is about. The introduction usually includes the thesis statement—the specific sentence that explains the main point of the argument.
2. The background provides the context and details needed for a listener to understand the situation being described, as well as the problem or opportunity being addressed.
3. Lines of argument make up the body of the speech. Here is where you include all your claims, reasons, and supporting evidence that help make your points effectively.
4. Refuting objections means disproving, ruling out, and countering any potential objections before the listeners can think of reasons not to be persuaded.
5. The conclusion is where you present your closing arguments. To be effective, the conclusion should restate your thesis statement and summarize the main points of your argument. If you are advocating a particular solution to a problem or a decision to be made, you should close by asking your listeners to adopt your point of view.

Format of Speech Writing

Introduction: Greet the audience, tell them about yourself and further introduce the topic.

Body: Present the topic in an elaborate way, explaining its key features, pros and cons, if any and the like.

Conclusion: Summary of your speech, wrap up the topic and leave your audience with a compelling reminder to think about!

Let's further understand each element of the format of Speech Writing in further detail:

Introduction

After the greetings, the introduction is essential to assure your listeners that you have something productive to say. The introduction must effectively include:

- A brief preview of your topic.
- Define the outlines of your speech. (For example, I'll be talking about ...First ..Second...Third)
- Begin with a story, quote, fact, joke, or an observation in the room. It shouldn't be longer than 3-4 lines. (For Example: "Mahatma Gandhi said once...", or "This topic reminds me of an incident/story...")

This part is also important because that's when your audience decides if the speech is worth their time. Keep your introduction factual, interesting, and convincing.

Body

Your body consists of all the main points your speech is about. Prepare a flow chart of the details in a systematic way.

For example: If your speech is about waste management; distribute information and arrange it according to subparagraphs for your reference. It could include:

- What is Waste Management?
- Major techniques used to manage waste
- Advantages of Waste management
- Importance of Waste management

If you are speaking about advantages and briefly switching between points, it makes your speech look unorganized and confuses your audience.

Conclusion

The conclusion should be something that the audience takes with them. It could be a reminder, a collective call to action, a summary of your speech, or a story. For example: "It is upon us to choose the fate of our home, the earth by choosing to begin waste management at our personal spaces."

After concluding, add a few lines of gratitude to the audience for their time.

For example: "Thank you for being a wonderful audience and lending me your time. Hope this speech gave you something to take away."

SAMPLE

Sample 1

- Peer pressure is useful for the development of an individual. If there is no peer pressure at all then there would be no goal or aim to succeed. Write a speech on the topic -'Is Peer Pressure Beneficial or Not?' to be delivered on account of Children's Day celebration in your school. (150-200 words)

Ans.

Respected Principal Sir, honourable teachers and my dear friends, on the occasion of Children's Day, I am going to present my views on the topic 'Is peer pressure beneficial or not?'

Peer pressure is beneficial as long as we know our limits. It is all upto us to be so strong, so firm, so unshakable and filled with conviction of not going on the wrong track.

Peer pressure is not always bad. Peers may teach you good habits and encourage you to follow them. Looking at what others do can help you bring a positive change in your way of thinking. Your peers, their choices and ways of life give you a glimpse of the world outside the four walls of your house. What they think about things in life, how they perceive situations, how they react in different circumstances can actually expose you to the world around. Being part of a larger group of peers exposes you to the diversity in human behaviour. This makes you reflect on your behaviour and know where you stand. Peer pressure can lead you to make the right choices in life.

Your peers can, thus, influence the shaping of your personality in a positive way. Moreover, it's not pressure every time, sometimes it's inspiration, which makes you change for good.

Thank you.



Sample 2

- Racism is bad. Anyone and everyone can be exposed to racism. Write a speech in 150-200 words on the topic 'Racism' to be delivered in the morning assembly of your school.

Ans.

Respected Principal Sir, honourable teachers and my dear friends, good morning!

Why must I choose whom to befriend according to the colour of their skin? Is there anything written anywhere that makes one race above another? I am going to present my views on the topic 'Racism' today.

I am nobody to judge other people. In fact, we all are unique in our own way and we all should be judged on our individual and personal qualities.

We have lots of people who are filled with hatred-hatred pointed especially at the colour of the skin. But where does all this hatred come from? God has never conceived hate. Did he make us different just to see hatred and war? I don't think so. Why can't we carry out Martin Luther King's dream about a world in peace and without any kind of racism?

Racism works against the principle of being equal and the right of all people to be treated fairly. Hating people because of their colour or other factors is wrong. We all have to stay together and thus, we need to make the effort to embrace and accept other cultures. This can start with the simple act of friendship. Let us start today.

Thank you.

Sample 3

- The actions and behaviour of senior college and university students are a far cry from the normal, decent and civilised. It's all the more reprehensible because even girls are subjected to indecency and vulgarity. Write a speech on the topic 'Ragging' in 150-200 words for your school's morning assembly.

Ans.

Respected Principal Sir, honourable teachers and my dear friends, good morning!

Ragging deserves severe condemnation and needs to be consigned to the dustbin of discarded ideas. Today I am going to present my views on the serious issue of Ragging'

The practice has now become a source of uncivilised behaviour, which brings to the fore animal instincts of the practising youth. It deserves to be curtailed, curbed and ultimately abolished. It calls for strict action and punishment. Any mildness in this regard amounts to giving it a further fillip.

The raggers may put forth unsustainable arguments that it is meant to bring the freshers into the mainstream of campus life, that it helps in rounding up the angularities of the freshers who are awkward and uninitiated in the ways of college and university life. The supporters of ragging also hold forth that this results in understanding and mutual liking, which blooms into friendship.

On the contrary, many ragging incidents result into attempted suicides. Youngsters are subjected to unwholesome and unhealthy practice. Such actions breed hostility and a strong desire to seek revenge. The ragged youngster nurses the humiliation in mind and next year, will take it out on a newcomer. The practice, thus, continues.

Hence, it calls for condemnation and a total ban of this practice of ragging,

Thank you.

Sample 4

- You are Ashok, studying in class XI-B. You have been asked by your Principal to speak in the morning assembly on 'The Importance of English'. Draft the speech in 150-200 words.

Ans.

- Good morning, respected Principal Sir, teachers and my friends. Today, I, Ashok of class XI-B, will highlight the importance of English in today's scenario.

English is a universal language which is now needed to be known by everyone. Without English, one feels handicapped. If you travel to any part of the world, and even to some parts of India, knowledge of English



sees you through. That is why most public schools in cities are teaching in the English medium. The primary reason is that parents want their children to be fluent in English.

To get a reasonable job, it is a must to be able to write, understand and speak English, as it is the language of communication. Due to this, most of the interviews for good jobs and even admission interviews for colleges are conducted in English.

Many people wish to study or work abroad. To know the local language may be difficult and learning it would take time, but if one knows English, it comes to one's rescue. Even the best study materials for research work are available only in English. Computers which are widely used can usually be used only with knowledge of English.

Thus, English is a must in today's scenario.

Thank you.





A PHOTOGRAPH

Summary

- by Shirley Toulson

Stanza- 1

*"The cardboard shows me how it was
When the two girl cousins went paddling,
Each one holding one of my mother's hands,
And she the big girl - some twelve years or so."*

Explanation: An old photograph of the poet's mother which was pasted on cardboard makes the poet recall the old memories of her mother's childhood. The photograph is a depiction of her mother's enjoyable moments at a sea-beach with her two cousins who were younger to her. They were walking in shallow water with bare feet near the beach. The mother was standing in the middle and holding hands of her two cousins, who were standing on each side. The poet's mother was twelve years old then. It shows that the photograph was very old but the poet has kept it very carefully as it reminded her of sweet memories of her mother's childhood. The photograph also indicates how enjoyable her mother's childhood was.

Stanza- 2

*"All three stood still to smile through their hair
At the uncle with the camera. A sweet face,
My mother's, that was before I was born.
And the sea, which appears to have changed less,
Washed their terribly transient feet."*

Explanation: The photograph shows that all three girls - the poet's mother and her two cousins - stood still and smiled at the camera when their uncle clicked their photograph at the sea beach. As the weather was windy at that time, their hair was flying over their smiling faces. The expression on the faces of the poet's mother and her cousins was that of happiness and enjoyment. The mother was looking very pretty at that time and the photograph was taken a long time ago. Everything has changed since then, her mother grew up; now she was dead and the poet was reviving her memories. The only thing that has remained unchanged is the sea which was washing the feet of all three girls. The mention of the word 'transient' indicates the ever changing lives of human beings as well as the shortness of their stay on this world, in contrast to the eternity of nature. The girls's life changed drastically during this period but the sea has not changed. The stanza beautifully explains the transient nature of human beings.

Stanza- 3

*"Some twenty-thirty - years later
She'd laugh at the snapshot. "See Betty
And Dolly," she'd say, "and look how they
Dressed us for the beach." The sea holiday
Was her past, mine is her laughter. Both wry
With the laboured ease of loss."*

Explanation: Even 20-30 years later the mother would look at the photograph and laugh nostalgically remembering the happy memories of her past. Mother would look at the photograph and comment on the dresses worn by the cousins Dolly, Betty and herself. Sea holiday was her mother's past and her mother's laughter has become a thing of the past for the poet as her mother was now dead. The poet still remembers how her mother would laugh at the photograph remembering the sea-holiday with a fondness as well as a sense of loss because that time would never come back. In the same way poet feels nostalgic thinking about her mother and her laughter which has become a thing of the past. The words 'laboured' and 'ease' are opposite to each other, but describe the same entity, loss.

Stanza- 4

*"Now she's been dead nearly as many years
As that girl lived. And of this circumstance
There is nothing to say at all.
Its silence silences."*

Explanation: The poet recalls that it is nearly twelve years since her mother died. The poet is consumed with grief but is left with no words to express her loss and pain. The poet is totally absorbed in memories of her dead mother. The painful silence of this situation leaves the poet speechless. The poet can feel the grief but is unable to express it through words. The silence caused by death makes the atmosphere gloomy, where no one is able to utter words.

QUESTIONS

[Think it out]

Question 1. What does the word 'cardboard' denote in the poem? Why has this word been used?

Answer: In the poem, the word 'cardboard' indicates the photograph which is glued on a paper that is hard and thick. It has been used to describe the old practices when the photographs were glued on cardboard and framed with glass in front in order to preserve them.

Question 2. What has the camera captured?

Answer: The camera has captured three girls – the mother of the poet and her two cousins, Dolly and Betty, in their swimming dress on either side of the poet's mother holding her hands and walking with feet in sea water.

Question 3. What has not changed over the years? Does this suggest something to you?

Answer: Over the years, the sea has not changed. Its waves are tireless, shining and fresh as they were in the old days. The changes that occur in a human face with growing age is reminded by the changelessness of the sea.

Question 4. The poet's mother laughed at the snapshot. What did this laugh indicate?

Answer: This laugh indicates her joy at remembering the incident that connected with her past life, when she was young and free from worries and tensions of life.



Question 5. What is the meaning of the line “Both wry with the laboured ease of loss.”

Answer: The poet’s mother’s laughter and the sea holiday are the incidents from the past.

A sense of loss is connected with them. Both are amusing and disappointing as a relaxed or comfortable feeling is a forced one or unnatural. This sense of loss is painful to bear.

Question 6. What does “this circumstance” refer to?

Answer: “This circumstance” refers to the death of the poet’s mother.

Question 7. What has not changed over the years? Does this suggest something to you?

- Answer:**
1. Girlhood of the poet’s mother – The phase before the poet’s birth.
 2. Middle age – The phase during the poet’s childhood.
 3. Death – The phase after the death of the poet’s mother.



THE PORTRAIT OF A LADY

Summary

- by Khushwant Singh

The Author Remembers his Grandmother and Grandfather

The author recalls his grandmother as a very old lady. For the twenty years that the author had known his grandmother, he had found her old and wrinkled.

It was hard for him to believe that she had once been young and pretty and she had a husband. Khushwant Singh's grandfather's portrait hung on the wall of the drawing room. He wore a big turban. His clothes were loose. He looked at least a hundred years old. Looking at his portrait, one could not imagine him in his youth with his wife and children.

The Author's Grandmother

The thought of the grandmother being young and pretty was almost revolting to him. She was short, fat and slightly bent in stature. Her face was a criss-cross of wrinkles. Her silvery white hair was scattered over her wrinkled face. The author remembered her hobbling around the house in spotless white clothes with one hand resting on her waist to balance her stoop and the other hand busy counting the beads of her rosary. Her lips constantly moved in inaudible prayer.

To the author, she could never have been pretty, but she reflected a divine beauty. She was like the winter landscape in the mountains.

The Author's Childhood with his Grandmother

The author and his grandmother were good friends. His parents left him to stay with her when they shifted to the city. In the village, his grandmother took care of all his needs. She was quite active and agile. She used to wake him up in the morning and get him ready for school.

She said her morning prayers in a sing-song manner while she bathed and dressed him in the hope that her grandson would learn them by heart. The author listened to the prayers because he loved her voice, but never bothered to learn them.

Then she would fetch his wooden slate which, she had already washed, and plastered it with yellow chalk. She would take an earthen inkpot and a reed pen and tie them in a bundle and hand it to author. After having a thick, stale chapatti with a little butter and sugar spread on it for breakfast, they used to leave for school. The author's grandmother always accompanied him to the school as it was attached to the temple.

The Author at School

The priest taught children the alphabet and the morning prayer. The children sat in two rows in the verandah. They would sing the alphabet or the prayer in a chorus. While the author learnt his lessons at school, the grandmother would read scriptures in the adjoining temple. On their way back, they would feed stale chapattis to the dogs.

The Turning Point in the Relationship of Grandmother and the Author

The turning point came in their relationship when they moved to the city to stay with Khushwant Singh's parents. In the city, the author went to an English school in a motor bus. The grandmother could not accompany him to the school. As there were no dogs in the streets, the grandmother took to feeding the sparrows. As the years rolled by, they saw less of each other. In spite of her immense interest in his studies, she could not help him in his lessons as he was learning English, the law of gravity, Archimedes' principle and many more such things which she could not understand, and this made her unhappy. Sometimes she would ask him what the teacher had taught him.

Grandmother Distressed and Disturbed

Grandmother didn't believe in the things taught at the English school and was distressed to learn that there was no teaching about God and the scriptures in the school. Moreover, she was very disturbed at the idea of music



lessons being given at the English school. To her, music had lewd associations and she considered music to be unsuitable for gentle folk.

The Common Link of Friendship gets Snapped

The common link of friendship between the author and the grandmother was broken when the author went to the University and was given a room of his own. The grandmother accepted her loneliness and rarely spoke to anyone. All day long, she sat spinning the wheel and reciting her prayers.

Only in the afternoon she relaxed for a while to feed the sparrows. They perched on her shoulders and some even on her head but she never shooed them away. It used to be the happiest half-hour of the day for her.

The Author Leaves for Higher Studies

The author decided to go abroad for higher studies for five years. He was sure that his grandmother would be upset at his departure, but she was not even sentimental. She came to the railway station to see him off. She showed no emotion. She was absorbed in praying and counting the beads of her rosary. Silently she kissed his forehead. The author thought that perhaps it was the last sign of physical contact between them.

The Grandmother Celebrates the Author's Return and Falls Sick

After five years, the author found his grandmother at the station when he returned. She held him in her arms. He found her more religious and more self-contained. He could hear her reciting prayers. Even that day, the happiest moment for her was feeding the sparrows herself. However, something strange happened to her in the evening.

For the first time ever, she did not pray. Instead, she collected the women of the neighbourhood, got an old drum and started to sing songs of the homecoming of warriors. They tried to persuade her to stop to avoid overstraining herself. But she didn't listen. She fell ill the next morning.

Grandmother's Death

The grandmother was diagnosed with a mild fever by the doctor but she insisted that her end was near. She told everyone that she did not want to talk to anyone and would rather spend her last moments praying. She ignored everyone's protests and started counting the beads in her rosary while praying.

After a short while, the author noticed that his grandmother's lips stopped moving and the rosary fell from her lifeless fingers. She died a peaceful death. She was covered with a red shawl.

The Sparrows Mourn her Death

When the author and others came to take away the grandmother's body, they met a strange sight. To mourn her death, a lot of sparrows had surrounded the grandmother's body. They were all silent. When the author's mother offered the sparrows some bread, they refused to eat and quietly flew away after the grandmother's body was carried away for the last rites.

Conclusion of The Portrait of a Lady

To sum up, in the portrait of a lady summary, the writer and his grandmother had a beautiful bond between them and loved each other a lot. The story tells us how beautiful a relationship can become between a grandson and his grandmother.

QUESTIONS

(Understanding the text)

Question1. The three phases of the author's relationship with his grandmother before he left the country to study abroad.

Answer: The three phases of the relationship of the author with his grandmother before leaving the country to study abroad are –

- i. **Childhood** – His grandmother helped him while getting ready and went to the village school along with him.
- ii. **Boyhood** – He shared a room with his grandmother when he studied at the city school. She was not able to help him in his studies.
- iii. **Early youth** – The link of friendship was snapped when he was provided a separate room at the university.

Question 2. Three reasons why the author's grandmother was disturbed when he started going to the city school.

Answer: The three reasons why the grandmother of the author was disturbed when he went to the city school are –

1. She did not like Western learning and Science.
2. She was hurt when she came to know that there were no scriptures and teachings of God there.
3. She did not like music and thought that it was not for gentlefolk and decent people. It was the monopoly of beggars and prostitutes

Question 3. Three ways in which the author's grandmother spent her days after he grew up.

Answer: Three ways how the grandmother of the author spent her days after he grew up are –

1. She accepted the loneliness and lived unaccompanied in the room.
2. She would recite prayers while sitting at the spinning wheel.
3. For half an hour she fed the sparrows in the afternoon.

Question 4. The odd way in which the author's grandmother behaved just before she died.

Answer: The grandmother of the author did not speak to them before her death. The previous night she did not pray while singing homecoming songs and beating the drum, as she was not ready to waste time. She laid peacefully in her bed praying and telling beads and ignored the protests of her family members.

Question 5. The way in which the sparrows expressed their sorrow when the author's grandmother died.

Answer: The dead body of the author's grandmother was surrounded by thousands of sparrows which did not chirrup. They did not even notice the bread crumbs which were thrown by the author's mother to feed them. They quietly flew away once the corpse of the grandmother was carried away. Hence, this way the sparrows expressed their sorrow when the author's grandmother died.

STEP UP ACADEMY QUESTIONS (Taking about the text)

Talk to your partner about the following.

Question 1. The author's grandmother was a religious person. What are the different ways in which we come to know this?

Answer: The grandmother of the author was a deeply religious person. This can be known from the different ways of her behaviour. Every morning she visited the temple and read the scriptures. She mumbled inaudible prayers at home always and kept telling the rosary beads. She constantly repeated prayers like a song while helping the author get ready for school. She wished that the author would learn it by heart. She did not like English school as there was no teaching of scriptures and God.

She would recite prayers even while spinning in her spinning wheel. She once forgot to say her prayers. Prior to her death she felt over excited in the evening while celebrating her grandson's arrival with beatings of drums and songs. She continued telling beads of rosary and praying till her last breath.

Question 2. Describe the changing relationship between the author and his grandmother. Did their feelings for each other change?

Answer: The author was entirely dependent on his grandmother during his boyhood. She was an important part of his life. However, a turning point came in their friendship when they moved to the city. As he went to school by bus, she was not able to accompany him. She could not help him in his studies though they shared the same room. She used to ask him what his teachers taught him and did not believe in



the things which were taught at school. She was pained that he was not taught about scriptures and God. As music was being taught, she felt offended and expressed her disapproval silently. She rarely spoke to the author after this. The link of friendship was snapped as he was given a separate room when he went to the university. However, their feelings towards each other did not change. They loved one another deeply. When he left the country and moved abroad for higher studies, she went to the railway station to send him. She quietly kissed his forehead and showed no emotion. This was valued by the author as it was the last sign of physical interaction between them. After five years when the author returned, she received him at the station. She clasped the author in her arms and celebrated his homecoming in the evening by beating an old drum and singing songs.

Question 3. Would you agree that the author's grandmother was a person strong in character? If yes, give instances that show this.

Answer: Yes, I agree that the grandmother of the author was a person with strong character. She was a woman with strong beliefs. Though she was not educated formally, she was more serious about the education of the author. She was not able to adjust herself to the western lifestyle, English and Science education. She did not like music and disapproved of its teaching in schools.

She was a religious woman whose lips were always moving in a silent prayer and was telling the beads of her rosary. She daily went to the temple and read scriptures. When she got to know that there was no teaching of scriptures and God at New English School of Khushwant, she was distressed.

She was a kind woman who used to feed the dogs in the village. She was feeding sparrows in the city. Though weak in body and old in age she had a strong mind. She refused to talk to the family members before her death as she was not ready to waste her time. She wanted to make up the time she did not pray to God the previous evening. She laid peacefully in bed telling the beads of rosary and saying prayers until her last breath.

Question 4. Have you known someone like the author's grandmother? Do you feel the same sense of loss with regard to someone whom you have loved and lost?

Answer: Yes, my grandfather had looked after me and loved me deeply. Before retirement he served in the army 20 years ago as a Colonel. He was still smart and active when I was a school going kid. He was more interested in jogging, walking and playing games outdoors. He used to inspire us by waking up early in the morning. He believed that a healthy body comes from a healthy mind. He taught us a few physical exercises followed by nourishing food and milk and asked us to study for some time before going to school. He used to enquire about what we had been taught at school, in the afternoon. He helped us while doing our homework and supervised our writing, reading and solving problems. He was gentle but firm and stressed on the building of good character and habits. When I left the country for higher studies, he passed away. When I see his photograph on the wall, a sense of loss fills my heart. But his looks cheer me to stay strong and fight the struggles of life.

QUESTIONS

(Thinking about language)

Question 1. Which language do you think the author and his grandmother used while talking to each other?

Answer: The grandmother of the author was not educated. I think the author and his grandmother used Punjabi, which was their mother tongue while talking to each other.

Question 2. Which language do you use to talk to elderly relatives in your family?

Answer: The elderly relatives in my family are well versed in Hindi and English. I greet them in English and converse with them in Hindi.

Question 3. How would you say 'a dilapidated drum' in your language?

Answer: 'Phata-purana dhol' is the expression used to say 'a dilapidated drum' in my language.

Question 4. Can you think of a song or a poem in your language that talks of homecoming?

Answer: There are numerous poems and folk songs that sing of the exploits of the brave warriors. All these talks of the homecoming of the warriors after winning a war.

QUESTIONS
(Working with words)

Question 1. Notice the following uses of the word 'tell' in the text.

1. Her fingers were busy telling the beads of her rosary.
2. I would tell her English words and little things of Western science and learning.
3. At her age one could never tell.
4. She told us that her end was near.

Given below are four different senses of the word 'tell'. Match the meanings to the uses listed above.

1. make something known to someone in spoken or written words
2. count while reciting
3. be sure
4. give information to somebody

Answer:

Phrases	Meaning
1. telling the beads	count while reciting
2. tell her	give information to somebody
3. one could never tell	be sure
4. told us	make something known to someone in spoken or written words

Question 2. Notice the different senses of the word 'take'.

1. **to take to something:** to begin to do something as a habit
2. **to take ill:** to suddenly become ill

Locate these phrases in the text and notice the way they are used.

Answer:

In the text, these phrases are used as –

1. **to take to:** She took to feeding sparrows in the courtyard of our city house.
2. **take ill:** The next morning she was taken ill.

Question 3. The word 'hobble' means to walk with difficulty because the legs and feet are in bad condition.

Tick the words in the box below that also refer to a manner of walking.

haggle	shuffle	stride	ride	waddle
wriggle	paddle	swagger	trudge	slog

Answer: The words in the box that also refer to a manner of walking are –

- shuffle
- stride
- swagger
- waddle
- slog
- trudge



QUESTIONS (Noticing Form)

Question 1. Notice the form of the verbs italicised in these sentences.

1. My grandmother was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe.
2. When we both had finished we would walk back together.
3. When I came back she would ask me what the teacher had taught me.
4. It was the first time since I had known her that she did not pray.
5. The sun was setting and had lit her room and verandah with a golden light.

These are examples of the past perfect forms of verbs. When we recount things in the distant past we use this form.

Answer: Notice the form of verbs highlighted in the sentences below:

1. They had already reached their destination when the rain came.
2. Before she left me, we had worked together for six months on that project.
3. The teacher had explained the poem twice, to help students understand it well.
4. Since I had lived there it was the first time it began to rain.
5. The full moon in the sky had scattered its light everywhere.

QUESTIONS (Things to do)

Question 1. Talk with your family members about elderly people who you have been intimately connected with and who are not there with you now. Write a short description of someone you liked a lot.

Answer:

My grandfather

I was eleven years old when I lost my grandfather, but I still remember him. I liked him a lot and he loved me affectionately. Though he was old, he was able to move with ease. During his visits to the market, temple, garden or friends and relatives house, I was his constant companion. I was made fun of by my family members as grandpa's watch dog. I ran to his arms when my mother or father were angry or tried thrashing me. I miss the stories which he used to tell me during bedtime that included deeds of adventure or bravery. He was also careful about my studies and health. In order to maintain a good physique, he would make me eat fruits and drink milk. He helped me to write alphabets and was good at drawing. He gave quick solutions to all my problems. When I got success in sports, studies, poetic recitation, song, fancy dress competition or poster making, he would bless me. Sometimes I miss him a lot.



THE LABURNUM TOP

Summary

- by Ted Hughes

Stanza- 1

*The Laburnum top is silent, quite still
In the afternoon yellow September sunlight,
A few leaves yellowing, all its seeds fallen.*

Explanation: The poet describes a beautiful sunny autumn. The Laburnum tree is silent and still. It is laden with yellow leaves and yellow flowers in September. Its leaves have turned yellow because of the autumn season and all its seeds have fallen.

Stanza- 2

*Till the goldfinch comes, with a twitching chirrup,
A suddenness, a startlement, at a branch end.
Then sleek as a lizard, and alert, and abrupt,
She enters the thickness, and a machine starts up
Of chitterings, and a tremor of wings, and trillings
The whole tree trembles and thrills.
It is the engine of her family.
She stokes it full, then flirts out to a branch-end
Showing her barred face identity mask.*

Explanation: Just then a goldfinch alights on the Laburnum tree making short, high-pitched sounds. The goldfinch has her nest in the tree and her chicks are resting in the nest. On the mother's return, a sudden movement stirs the tree. Her little ones are excited on her arrival and start chirruping. The cautious mother enters the tree with great care so that no predator can come to know that her babies are housed in the nest. The poet has compared the alert, abrupt and sleek movement of the goldfinch with that of a lizard. The goldfinch has been called the engine of her family. Just as the engine starts up the machine, her arrival in the nest has suddenly started up the silent machine (nest) i.e. the young ones have started chattering and making noise. By feeding her young ones, she has added fuel to the machine and as a result the chicks now have the energy to be active and make noise. After feeding her chicks, the goldfinch flies up and rests on the end of a branch of the tree, her identity concealed behind the yellow flowers and yellowing leaves.

Stanza- 3

*Then with eerie delicate whistle-chirrup
whisperings She launches away, towards the infinite
And the Laburnum subsides to empty.*

Explanation: After some time, the goldfinch makes a strange short, high-pitched sound. Then she flies away towards the infinite sky. The Laburnum tree becomes silent again after the departure of the goldfinch and everything seems to be the same as it was before the arrival of the goldfinch.

QUESTIONS

(Find out)

Question 1. What laburnum is called in your language.

Answer: Amaltaas tree.



Question 2. Which local bird is like the goldfinch.

Answer: The Lutino Indian Ringneck is the local bird which is like the goldfinch.

QUESTIONS (Think it out)

Question 1. What do you notice about the beginning and the ending of the poem?

Answer: The poem begins on a depressing note. The laburnum is said to stand silently and still. There is no sign of life. The tree's leaves have begun to yellow, and the seeds have already fallen. It denotes the autumn season.

Question 2. To what is the bird's movement compared? What is the basis for the comparison?

Answer: The movement of the bird is compared to that of a lizard. They are both sleek, alert, and abrupt. As a result, the comparison is both accurate and convincing.

Question 3. Why is the image of the engine evoked by the poet?

Answer: The image of the engine is evoked because the mother bird is the family's "engine." She works to provide food for her children in the same way that an engine powers a machine.

Question 4. What do you like most about the poem?

Answer: I like the description of the Laburnum tree laden with yellow flowers. Apart from this, I also like the arrival of the goldfinch which changes the silent tree into one full of noise.

Question 5. What does the phrase "her barred face identity mask" mean?

Answer: This means that it is the mark of recognition that the mother bird uses to reveal her identity as the mother of her babies.

QUESTIONS (Not down)

Question 1. the sound words

Answer: Chirrup, chitterlings, trillings, whistle-chirrup whisperings

Question 2. the movement words

Answer: twitching, tremor, trembles, stokes, flirts, launches, subsides

Question 3. the dominant colour in the poem.

Answer: Yellow

QUESTIONS (List the following)

Question 1. Words which describe 'sleek', 'alert' and 'abrupt'.

Answer: Suddenness, startlement

Question 2. Words with the sound 'ch' as in 'chart' and 'tr' as in 'trembles' in the poem.

Answer: 'ch' sound- Chirrup, chitterlings

'tr' sound- trillings, tremor, tree

Question 3. Other sounds that occur frequently in the poem.

Answer: 'st', 'ill' and 'ing'



“WE’RE NOT AFRAID TO DIE...IF WE CAN ALL BE TOGETHER”

Summary

- by Gordon Cook and Alan East

The Voyage Begins

In July 1976, the narrator, a 37-year-old businessman, his wife Mary, 6 year old son Jonathan and 7 year old daughter Suzanne started their sea voyage from Plymouth, England. They wished to go round-the-world on a long sea journey just as Captain James Cook had done 200 years earlier. The narrator and his wife had spent 16 years preparing for the round-the-world voyage and improving their marine skills. Their boat Wave walker was a 23 metre, 30-ton boat that was professionally built and they had tested it in the roughest weather they could find.

The first part of their planned three-year, 105000 kilometre journey passed pleasantly as they sailed down the West Coast of Africa to Cape Town. Then they took two crewmen--the American Larry Vigil and the Swiss Herb Seigler--before heading east from Cape Town, to help them tackle one of the world's roughest seas, the southern Indian Ocean.

The Problems Begin During the Voyage

On the second day out of Cape Town, they encountered strong winds and high waves. The windstorms continued for the next few weeks. The size of the waves was upto 15 metres. On December 25, they were 3500 kilometres east of Cape Town, but the weather was very bad.

Despite the bad weather, they celebrated Christmas Day wonderfully. New Year's Day saw no improvement in the weather and it worsened with the passing of time.

"We're Not Afraid to Die...if We Can All Be Together"

On 2nd January, the waves were gigantic. They were sailing with a small storm jib, but still they were going very fast. The boat moved to the top of each wave but the gigantic waves and dangerous wind continued to terrorise them. To minimise the damage, they dropped the storm jib and lashed a heavy rope in a loop across the stern. Then they fastened everything, went through their life-raft drill, attached lifelines and put on oilskins and life jackets and prepared themselves for the worst case scenario.

Disaster Strikes

The first indication of impending disaster came at about 6 pm, with an ominous silence. The wind stopped and the sky immediately grew dark. Then a loud roaring sound was heard. The narrator thought that he saw a cloud coming towards them. With horror, he realised it was not a cloud but the biggest wave that he had ever seen. It appeared vertical and double the height of all other waves.

The wave hit the boat and a tremendous explosion shook the deck. Water poured into the boat. The narrator's head smashed against the steering wheel of the boat and before he knew it, he was thrown into the sea. He thought that he was going to die but suddenly his head popped out of the water. He saw that the boat had almost capsized. Suddenly, a wave hurled it upright and the narrator was tossed onto the boat. His left ribs were cracked; his mouth was filled with blood and some teeth were broken. Somehow he managed to find the wheel, lined up the stern for the next wave and hung on.

Frantic Survival Attempts

The narrator knew that the boat was flooding with water, but he dared not abandon the wheel to investigate. Suddenly, Mary came and informed him that the boat was sinking as water was pouring in. He handed the wheel to her and crawled towards the hatch. Larry and Herb pumped the water out like madmen. The wooden beams had broken. The whole starboard side had bulged inwards. Clothes, crockery, charts, tins and toys moved around noisily in water.

The boat had been damaged. He somehow managed to reach the children. Sue had a big bump on her head to which he did not pay much attention. He found a hammer, screws and canvas.



Somehow he managed to stretch the canvas and secure waterproof hatch covers across the gaping holes. Some water continued to come in but most of it could be prevented from entering the boat. But this was not the end of their troubles.

Damaged and Lost Equipment

The handpumps started jamming with the trash floating around the cabins. Soon their electric pump got short-circuited and the water rose threateningly.

He found that their two spare handpumps had been pulled away by currents along with the forestay sail, the jib, the lifeboats and the main anchor.

He managed to find another electric pump to drain out the water. The night was an endless, bitterly cold routine of pumping, steering and working the radio. However, there was no response to their Mayday calls as they were in a remote corner of the world. Sue's head had swollen alarmingly. She had two black eyes and a deep cut on her arm. She didn't tell the narrator more of her injuries as she didn't want to worry him when he was trying to save them all.

Pinpricks in the Vast Ocean

On the morning of January 3, the pumps had reduced the amount of water on board. Each of them took rest for two hours by turns. They had survived for 15 hours since the wave hit the Wave walker, but the boat was not strong enough to take them to Australia.

The narrator knew that the boat wouldn't hold together long enough. He checked his charts and calculated that the only one hope for them was if they could reach Ile Amsterdam, a French scientific base, one of the two pinpricks in the vast ocean. Mary found some corned beef and cracker biscuits and they ate their first meal in almost two days.

However, their relief was short-lived. The weather again started deteriorating and by the dawn on 5th January, their situation was again desperate.

“We aren't Afraid to Dying... if We can all be Together”

The narrator went to comfort the children. He tried to assure them that they were going to make it. Jon said that they were not afraid of dying if they can all be together. This gave the narrator hope and a reason to fight the sea. He tried his best to protect the weakened starboard side of the boat. However, later in the evening, as more water came into the boat, they felt defeated again. On 6th January, the weather improved. The narrator again tried to calculate their position. While he was at work, Sue came to him and gave him a card. She had drawn caricatures of Mary and the narrator.

The card said that she loved them both and hoped for the best. The narrator was filled with optimism. Somehow, they had to make it.

The Most Beautiful Island in the World!

The narrator made several calculations using a spare compass, made some adjustments and asked Larry to steer a course of 185 degrees. He said that, if they were lucky, they would see the island at about 5 pm. Dejected, he went down to his bunk and fell asleep.

It was about 6 pm when he woke up. He thought that they must have missed the island. Just then, Jon and Sue came to him and gave him a hug because he was the "best daddy in the world". The narrator was confused. Sue announced that the island was just in front of them. He rushed out to the deck and saw the most beautiful island in the world! It was Ile Amsterdam, a piece of volcanic rock with little vegetation.

When his feet touched land the next day, he thought of the cheerfulness and optimism of all the people on the boat which made them pass through the worst stress.

Conclusion of “We're not afraid to die.... if we can all be together”

To sum up, in the portrait of a lady summary, the writer and his grandmother had a beautiful bond between them and loved each other a lot. The story tells us how beautiful a relationship can become between a grandson and his grandmother.

QUESTIONS

(Understanding The Text)

Question 1. List the steps taken by the captain

- i. to protect the ship when rough weather began.
- ii. to check the flooding of the water in the ship.

Answer:

- i. To protect the ship when rough weather began, the captain planned to slow the ship down. The storm jib was dropped and the mooring rope which was heavy was lashed in a loop over the stem. Everything was double fastened and went through the life-raft drill.
- ii. Herb and Larry started to pump the water out. The canvas was stretched by the captain and the waterproof hatch covers were secured across the gaping holes. When the electric pump short circuited and two hand pumps blocked, he noticed another electric pump, started it by connecting it to an earth pipe.

Question 2. Describe the mental condition of the voyagers on 4 and 5 January.

Answer: On 4 January, after pumping out water continuously for 36 hours, the voyagers felt relieved. They consumed their first meal in two days. Their break was short lived. On 5 January, they faced a dangerous situation. The fear of death appeared huge and they underwent great mental stress.

Question 3. Describe the shifts in the narration of the events as indicated in the three sections of the text. Give a subtitle to each section.

Answer: The first section explains a peaceful journey from Plymouth in England to 3500 km east of Cape Town in Africa. The narrator is fully confident and relaxed. They faced huge waves as the weather deteriorated. To save themselves, they took precautionary measures and struggled with the disaster. The narration becomes grim, but exudes the confidence, fighting spirit and strong will power. The Wave walker rode out of the storm by 6 January morning and by evening they sighted the Ile Amsterdam Island. Now the narrator is relaxed. Relief, joy and confidence are apparent.

QUESTIONS

(Talking About The Text)

Discuss the following questions with your partner.

Question 1. What difference did you notice between the reaction of the adults and the children when faced with danger?

Answer: There are lots of differences among the way in which the children and adults reacted when faced with danger. Stress owing to the circumstances was felt by the adults who later prepared themselves to face it. When the rough weather began, enough precautions were taken to protect the ship. Everyone was equipped with water proof clothes, lifelines and life jackets. Herb and Larry worked optimistically and cheerfully for three continuous days to pump the water out from the ship. The narrator at the wheel was replaced by Mary who steered the ship when the deck was smashed. She served them meals after a struggle of two days against all odds. As a captain, the narrator performed his role with determination, courage, responsibility and resourcefulness. He undertook the repair work by providing apparatus and directions which were required to protect the ship. He helped in steering the ship towards the island. The children suffered patiently and silently. Sue, with her troubles, did not bother her father. Jon behaved courageously and was not scared to die if everyone perished together.

Question 2. How does the story suggest that optimism helps to endure “the direst stress”?

Answer: The story suggests that optimism helps to endure “the direst stress”. The behaviour of four adults throughout the crisis bears it out. Herb Seigler and Larry Vigil were the two crewmen. As the deck was



smashed by the huge waves, water entered the ship from the openings and holes. From the evening of 2 January, Herb and Larry started to pump out water. They worked feverishly, excitedly and continuously for about 36 hours. As a result of pumping continuously, they reached the last few centimeters of water on 4 January. They stayed optimistic and cheerful while facing dangerous situations. The narrator did not lose his presence of mind, hope or courage while facing problems. He was not worried about the equipment loss and used whatever was present there. His practical knowledge and self-confidence helped them to steer out of the storm and reach the Ile Amsterdam Island. In those difficult hours, Mary remained at the wheel. She did not lose courage or hope either.

Question 3. What lessons do we learn from such hazardous experiences when we are face-to-face with death?

Answer: Hazardous experiences expose us face to face with death as they impart a few crucial lessons of conduct. Our life is not always a bed of roses. We must respond to risks and danger with fortitude and patience. The real test of character is adversity. The purity of gold is decided by putting it on fire. So, hazardous experiences of life bring the best out of us. Before death, cowards die many times. Negative feelings like fear lead to inactivity and abject surrender to situations. Such soldiers or sailors lose the war against the difficulties in life. On the other hand, people with courage, self-confidence, presence of mind and resourcefulness face the dangers bravely and out of all disasters.

Their caring and sharing attitude inspires others to face difficult situations boldly and steer through them.

Question 4. Why do you think people undertake such adventurous expeditions in spite of the risks involved?

Answer: Human beings are adventurous by nature. Higher the risk, more the thrill. The thrill of exploring lands, discovering beauty and wealth which lies hidden in far off lands inspires brave people to stake their life to rest and repose. Maybe they value one hour of glory rather than an uneventful long life of inactivity and sloth. At times, adventures are risky and prove deadly. The failure of a few people does not discourage true lovers of adventure. They learn lessons from errors and shortcomings of others and make new attempts with a better zeal. An adventurous expedition lies in adapting the situations and overcoming the problems. The victory of an adventurous expedition brings wealth, fame and name. History books are full with accounts of well-known explorers such as Vasco da Gama, Columbus, Captain Scott and Captain Hook.

A C Q U E S T I O N S M Y (Thinking About Language)

Question 1. We have come across words like 'gale' and 'storm' in the account. Here are two more words for 'storm': typhoon, cyclone. How many words does your language have for 'storm'?

Answer: Our language has the following words for 'storm':
Toofan, Aandhi, Chakravat, Jhanjavat

Question 2. Here are the terms for different kinds of vessels: yacht, boat, canoe, ship, steamer, schooner. Think of similar terms in your language.

Answer: Similar terms in my language for vessels which are used to travel on water are –
Nava, Nauka, Jahaj, Pot

Question 3. 'Catamaran' is a kind of a boat. Do you know which Indian language this word is derived from? Check the dictionary.

Answer: 'Catamaran' is a word derived from Tamil which means 'tied wood'. It is a boat or yacht containing twin hulls in parallel. It is defined as 'a fast sailing boat with two hulls' in the dictionary.

Question 4. Have you heard any boatmen's songs? What kind of emotions do these songs usually express?

Answer: The boatmen's songs invite other sailors to awaken, arise and come to the sea to explore its wealth. These are inspirational songs that provide moral support to the disappointed and sad boatmen.

QUESTIONS

(Working With Words)

Question 1. The following words used in the text as ship terminology are also commonly used in another sense. In what contexts would you use the other meaning?

knot	stern	boom	hatch	anchor
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Answer:

1. Knot

- a. **in a rope/string** – a joint which is made by tying two ends or pieces of string or rope etc. For example – to tie a knot.
- b. **of hair** – Twisting the hair into a round shape at the back of the head. For example – Ria tied her hair in a loose knot.
- c. **in wood** – a round hard spot in wood where once a branch was present.
- d. **Group of people** – a small group of people standing together. For example – Little knots of children gathered at the school gate.
- e. **in muscles** – a hard, tight feeling in the stomach or throat which are caused by anger, nerves etc.

2. Stern

- a. I felt the knot of fear in his throat, often disapproving and serious expecting others to obey you. For example – His voice was stern.
- b. Difficult and serious for example – We faced stern opposition.

3. Boom

- a. **In Economy/ Business** – an increase in economic activity or trade, a period of success and wealth. For example – a boom in the sales of plots.
- b. **Popular period** – a time period during which a sport or music suddenly became popular and successful. For example – The way to satisfy the boom of cricket is to provide more playgrounds.
- c. **A deep loud sound.** For example – the distant boom of the horn.
- d. **In harbour/ river** – A floating barrier which is placed in the harbour entrance to prevent ships from going out or coming in.
- e. **In Microphone** – A long pole which carries a microphone.

4. Hatch

- a. an opening in the wall between the dining room and a kitchen through which food is passed. For example – a serving hatch.
- b. a door in a spacecraft or an aircraft.
- c. **an escape hatch** – a door in a ceiling or floor or an opening. For example – a hatch to the attic.
- d. When a young fish, bird or insect comes out of the egg.
- e. to create an idea of a plan in secret, a thing or a person who gives a safety feeling. For example – a person in the family who can be relied on for security, stability or support.

5. Anchor

- a. to fix something in a position firmly so that it cannot move. For example – Ensure that the apparatus is anchored securely.
- b. to base something on something else firmly. For example – Prem's novels are anchored in the life of humans.
- c. A person who reports, reads the news on television or radio. For example – The evening news was anchored by Rihana for five years.



Question 2. The following three compound words end in -ship. What does each of them mean?

airship	flagship	lightship
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Answer:

1. **Airship** – A large aircraft that has no wings, which is filled with gas that is driven by engines and lighter than air.
2. **Flagship** –
 - i. In the navy, the main ship among the fleet of ships.
 - ii. The important service, product or building owned or produced by an organization. For example, the company is opening a new flagship store in Germany.
3. **Lightship** – A small ship which stays in a particular place at sea and has a powerful light to guide or warn other ships.

Question 3. The following are the meanings listed in the dictionary against the phrase 'take on'. In which meaning is it used in the third paragraph of the account:

take on sth: to begin to have a particular quality or appearance; to assume sth

take sb on: to employ sb; to engage sb

to accept sb as one's opponent in a game, contest or conflict

take sb/sth on: to decide to do sth; to allow sth/sb to enter

e.g. a bus, plane or ship; to take sth/sb on board

Answer: In the third para of the chapter, 'take on' is made use of in the meaning of 'take sb on' that is to engage sb; to employ sb

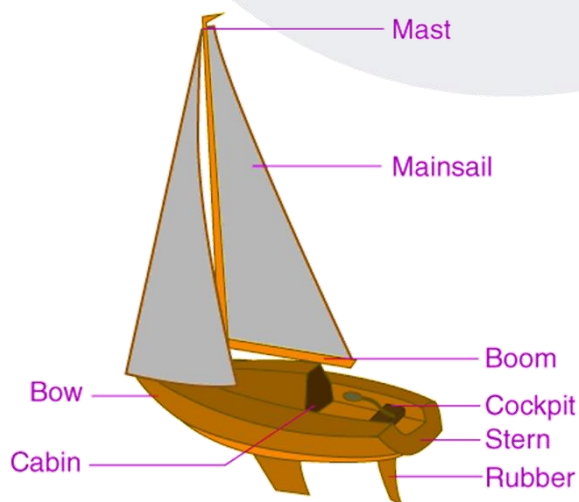
Some of the words are – We took on two crewmen To help usa. in a

QUESTIONS (Things To Do)

Question 1. Given on the next page is a picture of a yacht. Label the parts of the yacht using the terms given in the box.

bow	cabin	rudder	cockpit
stern	boom	mainsail	mast

Answer: Our



DISCOVERING TUT: THE SAGA CONTINUES

Summary

- by AR Williams

The Voyage Begins

Death of King Tut

King Tut was just a teenager when he died. He was the last heir of a powerful family that had ruled Egypt and its empire for centuries. He was buried and forgotten over the years. But after the discovery of his tomb in 1922, the modern world wondered about the cause of his untimely death. He was brought out of his tomb and recently a CT scan was done to ascertain the reason of his death.

The Mummy of King Tut

At 6 pm on 5th January, 2005, the world's most famous mummy (preserved body was taken out from its burial tomb. As the mummy of King Tut was being put into the scanner for performing a CT scan, angry winds stirred and dark clouds covered the stars. The weather had been overcast all day and the night sky was hidden by dark-bellied clouds. The CT scan was being done to unearth the remaining medical mysteries that surrounded the untimely death of this young

King who died more than 3300 year ago. King Tut's tomb lies 26 feet underground in the ancient Egyptian cemetery known as the Valley of the king. Tourists from around the world came to visit the tomb to pay their respects. They gazed at the murals on the walls of the burial chamber and looked at King Tut's gilded face on the lid of his outer coffin. The visitors were curious and thoughtful. Some feared the Pharaoh's curse would befall those who disturbed him.

Howard Carter and his Findings

Howard Carter was a British archaeologist who in 1922 discovered King Tut's tomb after years of futile searching. Its contents remain the richest royal collection ever found. There were dazzling works of art in gold that had caused a sensation then and continue to draw people's attention even today. King Tut was also buried with everyday things such as board games, a bronze razor, cases of food, clothes, wine etc that he would need in the life after death. Zahi Hawass, Secretary General of Egypt's Supreme Council of Antiquities, explained that the mummy was in a very bad condition because of what Howard Carter did to it. Howard Carter found King Tut's body in three nested coffins. In the first coffin, he found a shroud decorated with garlands of willow and olive leaves, wild celery, lotus petals and cornflowers which indicated that the burial took place in March or April. When he finally reached the mummy, he ran into trouble. The ritual resins had hardened, cementing King Tut to the bottom of the solid gold coffin.

Howard Carter had to Chisel Out King Tut's Mummy

Howard Carter tried to loosen the resins by putting the mummy outside in the sun that heated it to 149 degrees Fahrenheit. For several hours the mummy was set outside in blazing sunshine but nothing happened. He reported that the tough material had to be cut from under the limbs and trunk to free the King's remains. The royals in King Tut's time believed that they could take their fortune with them after death. Hence, King Tut was buried with all his expensive belongings. To separate King Tut from his ornaments, Howard Carter's men removed the mummy's head and cut off nearly every major joint; then they reassembled the remains of the body on a layer of sand in a wooden box with padding:

King Tut's Mummy X-Rayed

Archaeology has changed since then, focusing less on treasures and more on the fascinating details of life and fascinating mysteries of death. It also uses more sophisticated tools. In 1968, more than 40 years after Howard Carter's discovery, an anatomy professor X-rayed the mummy and revealed an astonishing fact that beneath the resin that caked King Tut's chest, his breast bone and front ribs were missing. King Tut's demise was a big event, even by royal standards, as he was the last ruler of his family. His funeral meant the end of a royal dynasty. But the facts of his death and its consequences are unclear.



King Tut's Mummy and its CT Scan

King Tut is one mummy among many in Egypt. No one knows how many mummies there are in Egypt. The Egyptian Mummy Project has recorded almost six hundred and is still counting, King Tut's mummy was the first mummy to be CT scanned to ascertain the secret of his death by a portable scanner donated by National Geographic Society and Siemens. King Tut's entire body was scanned. On the night of the scan, workmen carried him from the tomb and rose it on a hydraulic lift into a trailer that held the scanner.

However, initially the costly scanner could not function properly because of sand in the cooler fan. But soon all the hurdles were crossed and after the scan, the King was returned to his coffin to rest in peace.

The CT scan showed an astonishing image of King Tut and his entire body very clearly. It showed a grey head, neck vertebrae, a hand, several images of the rib cage and a section of the skull. Zahi Hawass was relieved that nothing had seriously gone wrong. As the technicians left the trailer, they saw the star constellation which the ancient Egyptians knew as the soul of Osiris, the God of the afterlife. They felt as if the God was watching over the boy King.

Conclusion of "Discovering Tut the Saga Continues"

To conclude, Discovering Tut: the saga continues summary tells you that Tutankhamun, also known as Tut was a brave ruler who of the great Pharaoh Dynasty. He died a mysterious death and is resting in peace in his tomb now.

QUESTIONS (Thinking About Language)

Question1. Given below are some interesting combinations of words. Explain why they have been used together.

- i. ghostly dust devils
- ii. desert sky
- iii. stunning artefacts
- iv. funerary treasures
- v. scientific detachment
- vi. dark-bellied clouds
- vii. casket grey
- viii. eternal brilliance
- ix. ritual resins
- x. virtual body

Answer:

- i. This term refers to the violent movement of dusty winds in a desert. The winds are called devils because they punish and annoy the workers for disturbing King Tut's tomb.
- ii. Suggests the dryness and aridity of a desert.
- iii. The tomb contained artefacts and treasures of high market value, beauty, and brilliance.
- iv. The treasures buried with King Tut's mummy were all made of gold and were extremely valuable.
- v. Refers to a rejection of scientific intervention and traditional methods.
- vi. Clouds that are dark in colour and indicate the possibility of storms and heavy rain.
- vii. The stars are shrouded in dark grey clouds, as if they were jewels kept in a casket.
- viii. Refers to something that will last indefinitely and is unaffected by time. It is used here to describe the gleam and lustre of Tut's golden treasure and artefacts.
- ix. Customarily, the resins are used to prepare a body for mummification and in burial rituals.
- x. A machine-created image or artificial body that represents the real body. It can be used to gather information and facts about a real body.

Question2. Here are some commonly used medical terms. Find out their meanings.

CT scan	MRI	tomography
autopsy	dialysis	ECG
post mortem	angiography	biopsy

Answer:

CT scan – They are specialised x-ray tests that use X-rays and a computer to create cross-sectional images of the body.

MRI – Magnetic Resonance Imaging (MRI) is a diagnostic technique that employs magnetic fields and radio waves to generate a detailed image of the body's soft tissue and bones.

Tomography – It refers to sectional imaging or sectioning using any type of penetrating wave. It is used in radiology, archaeology, and other scientific fields.

Autopsy – It is a surgical procedure that entails dissecting a corpse to determine the cause and manner of death or to evaluate an injury for research purposes.

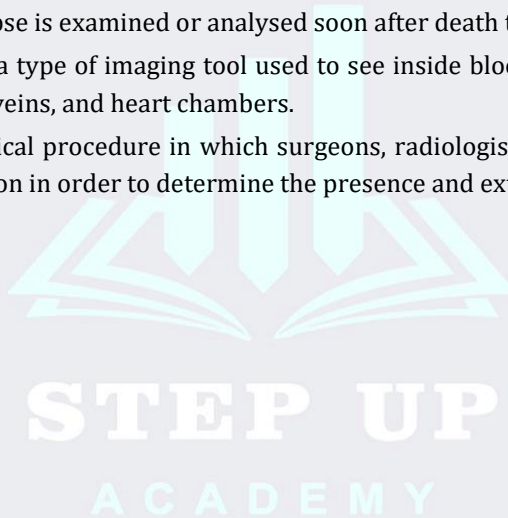
Dialysis – It is the process of removing excess water and toxins from the blood in people whose kidneys have lost the ability to do so naturally.

ECG – The electrocardiogram, also known as an ECG, is a diagnostic tool used to evaluate the electrical and muscular functions of the heart.

Post Mortem – A corpse is examined or analysed soon after death to determine the cause of death.

Angiography – It is a type of imaging tool used to see inside blood vessels and organs of the body, specifically arteries, veins, and heart chambers.

Biopsy – It is a medical procedure in which surgeons, radiologists, or cardiologists extract cells or tissues for examination in order to determine the presence and extent of a disease.





THE VOICE OF THE RAIN

Summary

- by Walt Whitman

Stanza- 1

*And who art thou said I to the soft-falling shower,
Which, strange to tell, gave me an answer, as here translated:
I am the Poem of Earth, said the voice of the rain,*

Explanation: The poem begins with the poet asking for the identity of the soft-falling rain shower. Much to the surprise of the poet, the rain replies to his question which the poet translates for his readers. The rain in its own voice tells the poet that she is the poem of this Earth. The rain is trying to say that, as music or poetry gives pleasure to human beings, the rain gives happiness to mother Earth.

Stanza- 2

*Eternal I rise impalpable out of the land and the bottomless sea, Upward,
to heaven, whence, vaguely form'd, altogether changed, and yet the same,*

Explanation: The poet says that the rain is an eternal process, but it takes different forms at different times. It rises from the land and the deep sea in the form of intangible water vapour and goes up to the sky. There it takes an indistinct shape in the form of clouds. Although it changes in its form or shape, its core matter remains the same. Since vapour and clouds contain water they can get transformed into the other. The words 'impalpable' and 'eternal' indicate that nature is not fully understood and some part of it always remains beyond our reach.

Stanza- 3

*I descend to lave the droughts, atomies, dust-layers of the globe,
And all that in them without me were seeds only, latent, unborn;*

Explanation: The raindrops pour down from above to wash away droughts and dust layers enveloping Earth. It satisfies the thirst of the dry Earth and heals everything that is degrading and is lying lifeless. The showers remove the dust particles and make Earth clean and green. The rain also helps in the germination of seeds which were lying dormant due to a dry spell.

Stanza- 4

*"And forever, by day and night, I give back life to my own origin,
And make pure and beautify it;
(For song, issuing from its birth-place, after fulfilment,
wandering Reck'd or unreck'd, duly with love returns.)*

Explanation: The rain is involved in a continued process of giving life on Earth by providing water to dormant seeds and making the Earth more beautiful and fuller of greenery. Rain helps in enhancing the beauty of Earth as, in the absence of water, everything turns dull or lifeless and dust accumulates everywhere. The last two lines are the poet's own words and his reflections upon the answers given by the rain. The poet observes that the life of rain is similar to that of a song. A song or poem is creativity at its best. It has the power to calm, heal, rejuvenate, transform and thrill. In the same way, repeated evaporation and condensation purifies the rain. The entire environment gets drenched in the rain, dust particles settle down and there is greenery everywhere which makes the whole Earth beautiful to look at. The poet therefore draws a parallel between rain and music as both have rhythm and ability to thrill. Both of them rejuvenate and beautify life.

QUESTIONS

(Think it out)

I.

Question 1. There are two voices in the poem. Who do they belong to? Which lines indicate this?

Answer: The poem contains two voices. The first is of the rain, and the second is of the poet himself.

“And who art thou? Said I to the soft-falling shower,” is the voice of the poet and “I am the Poem of Earth, said the voice of the rain” is the voice of rain.

Question 2. What does the phrase “strange to tell” mean?

Answer: The phrase refers to a peculiar phenomenon, as the raindrop responds to the poet’s questions.

Question 3. There is a parallel drawn between rain and music. Which words indicate this? Explain the similarity between the two.

Answer: The voice of the rain says, “I am the Poem of Earth,” implying a link between rain and poetry.

The poet draws parallels between the two by observing the rain’s life cycle. They both originate from a source, rise, and return to their origin after completing their task.

Question 4. How is the cyclic movement of rain brought out in the poem? Compare it with what you have learnt in science.

Answer: As the poem’s lines go, the water rises from the “land and the bottomless sea” to reach the sky. Water rises untouched from the sea in the form of water vapours, forms a cloud, and then descends back on earth to wash away the dryness, returning to its source. This cyclical movement of rain provided a contrast to science in the poem.

Question 5. Why are the last two lines put within brackets?

Answer: The last two lines contain the poet’s comment or general observation, not the voice (something said) of the rain or the poet. As a result, they are enclosed in brackets because they do not constitute a conversation between the rain and the poet.

Question 6. List the pairs of opposites found in the poem.

Answer:

- a. Day, night
- b. Reck’d, unreck’d
- c. Rise, descend

II.

Notice the following sentence patterns.

Question 1. And who art thou? said I to the soft-falling shower.

Answer: I enquired the soft-falling rain about its identity.

Question 2. I am the Poem of Earth, said the voice of the rain.

Answer: The voice of the rain introduced itself as the Poem of Earth.

Question 3. Eternal I rise

Answer: Upward movement of the rain (towards sky) is eternal.

Question 4. For song... duly with love returns

Answer: The poet says that, similar to the natural cycle of the rain, a song originates from the heart of the poet, travels to reach others and after fulfilling its purpose (whether acknowledged or not), it returns to the poet with all due love.

III.

Question 1. Look for some more poems on the rain and see how this one is different from them

Answer: Do it yourself.





CHILDHOOD

Summary

- by Markus Natten

Stanza- 1

*When did my childhood go?
Was it the day I ceased to be eleven,
Was it the time I realised that Hell and Heaven,
Could not be found in Geography,
And therefore could not be,
Was that the day!*

Explanation: The poet wonders when he lost his childhood. He reflects that perhaps it was the day when he crossed the age of eleven. Maybe it was the stage when he realised that the concepts of Hell and Heaven, about which he had been taught since his childhood, did not exist in reality. Geography textbooks did not give the location of any such places. The poet realises that he might have lost his childhood when he gained his rational outlook due to getting educated.

Stanza- 2

*When did my childhood go?
Was it the time I realised that adults were not all they seemed to be,
They talked of love and preached of love,
But did not act so lovingly, Was that the day!*

Explanation: In this stanza, the poet reflects that maybe the loss of childhood occurred when he was able to see through the hypocrisy of adults. These people followed double standards, actually following and preaching different standards of behaviour. They told the poet to be loving and caring; however they themselves were argumentative, violent and discourteous. Their behaviour was a far cry from the love they sermonised about and advocated so reverently to the child. Perhaps, says the poet, recognising broken trust was a major step towards adulthood.

Stanza- 3

*When did my childhood go?
Was it when I found my mind was really mine,
To use whichever way I choose,
Producing thoughts that were not those of other people,
But my own, and mine alone
Was that the day!*

Explanation: The poet asks the same question again and again but with different options. He is trying to guess when he actually lost his childhood. Perhaps, it was the day when he realised that his mind could think independently, forming his own opinions and being able to take his own decisions. He gained a sense of individuality, which set him free from the preconceived opinions of others. His own individual opinions and experiences shape his thoughts now and he realised that this might have been the time when he lost his childhood innocence completely.

Stanza- 4

*Where did my childhood go?
It went to some forgotten place,*

*That's hidden in an infant's face,
That's all I know.*

Explanation: In this stanza the poet changes his question. The poet now wonders where his childhood has gone. He reflects that maybe his childhood has gone to an unremembered place. The poet also says that childhood can be found in the innocent face of a child who does not have any pretensions and rationality and who trusts others unconditionally. In other words, a small child is full of innocence and there one can find one's own childhood.

QUESTIONS

(Think it out)

Question 1. Identify the stanza that talks of each of the following.

individuality rationalism hypocrisy

Answer: Individuality – Third stanza

Rationalism – First stanza

Hypocrisy – Second stanza

Question 2. What according to the poem is involved in the process of growing up?

Answer: According to the poem, the poet was attempting to direct the process of maturation from childhood to adolescence. The poet believes that by losing his childhood, he will gain some characteristics that will perfectly define his adolescence. These characteristics include: comprehending rationalism and discrimination, comprehending adult hypocrisy, comprehending the power of individualism and self-confidence.

Question 3. What is the poet's feeling towards childhood?

Answer: Childhood, according to the poet, is a stage from which the next stage, adolescence, begins. Childhood was the stage when people tended to believe things earlier; a child easily believes what adults say. The poet was eager to enter his adolescent stage because a poet is eager to understand rationalism, discrimination, hypocrisy, individualism, and self-confidence, and the poet has no regrets about losing his childhood.

Question 4. Which do you think are the most poetic lines? Why?

Answer: The poem's final stanza appears to be the most poetic: "It went to some forgotten place That's hidden in an infant's face; that's all I know." These lines beautifully capture the process of growth and the passing of a particular stage of life. These lines imply, metaphorically, that an infant's innocent face conceals a great deal behind its smiles. He finds solace in the fact that the virtues of childhood are not forever lost, but maybe hidden somewhere in the child's consciousness.





FATHER TO SON

Summary

- by Elizabeth Jennings

Stanza- 1

*I do not understand this child
Though we have lived together now
In the same house for years. I know
Nothing of him, so try to build
Up a relationship from how
He was when small.*

Explanation: The father unhappily reflects on his inability to understand his own son. They have been staying in the same house for years but, due to non-communication and a lack of understanding, both son and father are not able to understand each other. The father does not know much about his son's interests, likes or dislikes. Thus, he try to build up the same kind of relationship as he used to have when his son was a little child. The father has now perhaps realised that there is a lack of understanding between his son and himself and he wants to take measures so that their relationship improves.

Stanza- 2

*Yet have I killed
The seed I spent or sown it where
The land is his and none of mine?
We speak like strangers, there's no sign
Of understanding in the air.
This child is built to my design
Yet what he loves I cannot share.*

Explanation: The father wonders whether it is he himself who is responsible for the failure of the relationship. The father feels that though the child is his son but perhaps he lives in a world different from him. Both father and son behave like strangers. There is lack of understanding and a communication gap which makes them behave not like father and son but more like strangers. The father says that physically the child resembles him but he does not appreciate what his son likes.

Stanza- 3

*Silence surrounds us. I would have
Him prodigal, returning to
His father's house, the home he knew,
Rather than see him make and move
His world. I would forgive him too,
Shaping from sorrow a new love.*

Explanation: Silence surrounds their relationship 1 because there is a complete lack of communication between them. The father sees his son as a prodigal (meaning, a child who foolishly runs away from home) and wants him to return to the home he has always known, so that they can rebuild the relationship to have a new start. He does not want the son to start life afresh without the father. He further says that he is willing to forgive his son for running away. Here the father's tone is somewhat condescending, implying that the father is unable to let his son go, despite restricting the son's independence and development.

Stanza- 4

*Father and son, we both must live
On the same globe and the same land,
He speaks: I cannot understand
Myself, why anger grows from grief.
We each put out an empty hand,
Longing for something to forgive.*

Explanation: Both fathers and their sons all over the world must learn to live together in spite of their misunderstandings and differences. At this point in the poem, the son speaks for the first time and admits that he too feels the sadness of the broken relationship, but he is angry due to his confusion. Both father and son want to forgive each other, but neither is ready to take the first step of asking for forgiveness from the other. However, the situation can improve if they find a way of getting closer to each other.

QUESTIONS**(Think it out)**

Question 1. Does the poem talk of an exclusively personal experience or is it fairly universal?

Answer: The poem discusses a fairly universal experience concerning the relationship between parents and children. The poem discusses the communication gap and how neither of them understands what the other is thinking.

Question 2. How is the father's helplessness brought out in the poem?

Answer: The father's helplessness is emphasised by the depiction of his emotional struggle. He is aware of the issue and wants to solve it, but he is unable to do so. He bemoans the fact that his son has become a stranger to him. He regrets the lack of a strong emotional bond and proper communication with his estranged son and wishes to start over and rebuild their relationship.

Question 3. Identify the phrases and lines that indicate distance between father and son.

Answer: Lines and phrases that show distance between father and son are:

“land is his and none of mine”

“Him prodigal, returning to his father's house”

“see him make and move his world”

“put out an empty hand”

Question 4. Does the poem have a consistent rhyme scheme?

Answer: The poem has a rhyme scheme, but it is inconsistent. The rhyme scheme varies slightly between stanzas.





THE ADVENTURE

Summary

- by Jayant Narlikar

Earlier Part of the Story (Not the Part of Text)

Professor Gangadharpanth Gaitonde was an eminent historian and a leading public figure of Pune. He was much in demand for presiding over public functions. He had just completed his 999th occasion for presiding at a function. He had decided that his thousandth appearance on the stage would be for history. That occasion was to come two weeks later at a seminar devoted to the Third Battle of Panipat.

While he was walking home, a truck on the road hit him. He lost consciousness. When he regained consciousness, he had transited to a parallel world (although he was not aware of this). He was in hospital. After recovering, he was discharged from the hospital the next morning. He tried to reach his home, but he found that it did not exist in the parallel world. He decided to go to Bombay because his son was working in a British company there. He went to Pune railway station and took a train to Bombay. The extract starts from here.

Gaitonde's Journey to Bombay

When Gaitonde had to get a permit to visit Bombay, he was told that Bombay was British territory while the rest of India was independent. On the journey in a first class compartment of the Jijamata Express, he sat beside Khan Sahib, who would be going on to Peshawar from Delhi on business. Then he realised that there had been no partition of India (in this parallel world). On the route, the train stopped only at Lonavala, Karjat and the border town of Sarhad, where the permits were checked. It did not stop at Kalyan, but finally terminated at Victoria Terminus in Bombay. While going through Bombay's suburbs, he observed that the carriages of the local trains had the British flag painted on them, indicating that they were passing through British territory.

Gaitonde Finds the Information he Needed

He visited the Town Hall building in which the library of the Asiatic Society was located. Luckily for him, it also existed in the parallel world. In the library he also found the five books on Indian history which he had written. On going through the fifth volume, which gave India's history after the death of Aurangzeb, he found that the result of the third battle of Panipat in 1761 was written differently from what he knew, although he was the author of this book in the parallel world.

It said that the Marathas had won the battle, whereas he knew that they had lost it. From here onwards, the history of India changed, which explained what Gaitonde had been experiencing for the last few hours.

He found confirmation in a Marathi journal about how exactly the Marathas had won the battle. The Marathi journal stated that a bullet fired by the Afghans in the battle just brushed the ear of the leader of the Marathas, Vishwasrao. Gaitonde in the real world had written in his fifth volume that Vishwasrao had been killed by a cannon shell in the battle and the Marathas lost their morale and the battle subsequently, because that was what earlier historians had written. In the parallel world, Vishwasrao survived, rallied his troops and won this battle.

India's Remaining History in the Parallel World

The remaining history of India, as recounted in the fifth volume Gaitonde was reading, can be summarised by saying that India never went under British rule. The Marathas did not allow the East India Company to expand its influence in India. In fact, its influence was limited to a few places like Bombay, Calcutta and Madras. India gradually became a democracy but allowed the British to carry on in Bombay on a lease for commercial reasons. The lease was due to expire in the year 2001, 15 years after the time of this story.

Gaitonde Returns to the Real World

Gaitonde left the library when it closed in the evening, indicating to the librarian that he would come back next morning. After taking a meal, he went for a stroll to Azad Maidan. There was a lecture going on there. When Gaitonde saw a vacant presidential chair on the stage, he went and sat on it, thinking that it was for him, because

in the real world he had been invited for such a seminar. The audience reacted by strongly protesting against Gaitonde sitting on the presidential chair.

The reason was that, in this world, the people had become sick of hearing long introductions, vote of thanks and remarks of the chair. They were only interested in what the speaker was speaking and had abolished the custom of having a chairman long ago.

The chair kept on the platform was only symbolic.

Gaitonde got up and started speaking, but the audience pelted him with tomatoes, eggs and other objects as they did not want any remarks from him. When Gaitonde still did not stop speaking, the audience swarmed on to the stage to remove him.

During the commotion, Gaitonde disappeared. Actually he had suffered another catastrophe by being knocked unconscious by the mob and returned to the real world, as he was found on the Azad Maidan the next morning with his clothes torn. He had no idea what had happened and so he returned to Pune.

Rajendra Deshpande Explains What Happened to Gaitonde

Gaitonde narrated his adventure to his friend Rajendra Deshpande, a mathematical and scientific expert. Rajendra tried to explain to him what had happened by explaining how the Catastrophe theory and the lack of determinism in Quantum theory applied to his adventure.

When Rajendra felt that Gaitonde had imagined things because he may have been thinking about the third battle of Panipat at the time the truck hit him, Gaitonde showed Rajendra the torn-off page of the history book from the other world, about Vishwasrao escaping death. In the book in the real world, the account was given as Vishwasrao being hit by a bullet and dying. So in the real world, the Marathas had not won, the East India Company had flourished and so on.

At first, Rajendra was perplexed by this new evidence. But, after further discussion with Gaitonde, Rajendra Deshpande explained that he had come to the conclusion that there could be many different worlds existing at different points of time'. They could all have a different history. Professor Gaitonde had been to another parallel world. The time was the present but its history was quite different.

Gaitonde Refuses to Chair any More Seminars

When Rajendra suggested that Gaitonde could recount his adventure at the thousandth seminar he was presiding over after a few days, Gaitonde told him that he had already declined the invitation, as he did not want to chair any more seminars. Probably he remembered the treatment he had received from the audience in the parallel world when he tried to chair a seminar.

Conclusion of The Adventure

To sum up, The Adventure summary, we learn that there are other realities too apart from the ones we sense and they may seem real but are all in the head only.

QUESTIONS (Think it out)

Question1. Tick the statements that are true.

- The story is an account of real events.
- The story hinges on a particular historical event.
- Rajendra Deshpande was a historian.
- The places mentioned in the story are all imaginary.
- The story tries to relate history to science.

Answer:

- False
- True
- False
- False
- True



Question 2. Briefly explain the following statements from the text.

- a. “You neither travelled to the past nor the future. You were in the present experiencing a different world.”

Answer: “You did not travel to the past or the future. You were in the present, but you were in a different world.” These words were spoken by Rajendra Deshpande while attempting to explain his strange experience to Professor Gaitonde. When the professor was involved in an accident, he began to reflect on the Battle of Panipat and the consequences that occurred in his life. His thoughts wandered between what we know about history and what might have been. The professor was experiencing two worlds at the same time by thinking. According to the same theory, there must be many more different worlds emerging from unrealistic thoughts.

- b. “You have passed through a fantastic experience: or more correctly, a catastrophic experience.”

Answer: “You’ve had a fantastic experience, or, more accurately, a catastrophic experience.” Professor Gaitonde was told by Rajendra Deshpande that he had an exciting experience. He claimed that we lived in a one-of-a-kind world with a one-of-a-kind history. Gangadhar Pant’s mind jumped to another world as a result of the accident, which was unrealistic. History took a different turn in that world after the Marathas won the Battle of Panipat. Rajendra explained this using the catastrophic theory, which holds that reality is full of misinterpretations.

- c. Gangadharpant could not help comparing the country he knew with what he was witnessing around him.

Answer: “Gangadhar Pant couldn’t help but compare his home country to what he was seeing around him.” Gangadhar Pant witnessed two different perspectives on the same reality, albeit one at a time, during his extraordinary experience. The India he knew was described in history books as the result of the 1761 Battle of Panipat, in which the Marathas were defeated. The other India he saw was the result of the Marathas’ victory in the battle. In this version, he saw India as a prosperous country that can meet its own needs.

- d. “The lack of determinism in quantum theory!”

Answer: Quantum theory’s lack of determinism. If a bullet is fired from a gun in a specific direction at a specific speed, one can predict where it will end up, but the same cannot be said for an electron. When an electron is emitted by a source, it can come from anywhere. This is due to quantum theory’s lack of determinism. According to this theory, reality is never one-sided. At the same time, alternate worlds may exist.

- e. “You need some interaction to cause a transition.”

Answer: To cause a transition, some interaction is required. According to Rajendra Deshpande, Professor Gaintonde made a change as a result of the interaction that occurred in the professor’s mind at the time of the collision. The professor was thinking about catastrophic theory and its role in wars at the time of the collision. He was thinking about the Battle of Panipat and its aftermath. The transition was caused by the interaction in his brain.

QUESTIONS

(Think it out)

Question 1. In which language do you think Gangadharpant and Khan Sahib talked to each other? Which language did Gangadharpant use to talk to the English receptionist?

Answer: Gangadharpant and Khan Sahib communicated in Marathi, and they used a translator to communicate with the English-speaking receptionist.

Question 2. In which language do you think Bhausahebanchi Bakhar was written?

Answer: Bhausahebanchi Bakhar was written in Maratha language.



Question 3. There is mention of three communities in the story: the Marathas, the Mughals, the Anglo-Indians. Which language do you think they used within their communities and while speaking to the other groups?

Answer: When they spoke to each other, they used their traditional slang, but when they spoke to other groups, they used the language that is understood by people from all three communities.

Question 4. Do you think that the ruled always adopt the language of the ruler?

Answer: Yes, the rulers generally impose their language also on those they rule. With the passage of time, the ruled have to adopt the language of the ruler.

QUESTIONS
(Think it out)

I. Tick the item that is closest in meaning to the following phrases.

Question 1. to take issue with

- a. to accept
- b. to discuss
- c. to disagree
- d. to add

Answer: (c) to disagree





SILK ROAD

Summary

- by Nick Middleton

Departure from Ravu

The author left Ravu along with Daniel, an interpreter, and Tsetan, who was a tourist guide. Before leaving, Lhamo, the lady who had provided them accommodation at Ravu, gave the author a gift of a long-sleeved sheepskin coat, as they were going to Mount Kailash, where it would be very cold. Tsetan knew a short cut to reach the mountain. He said the journey would be smooth if there was no snow.

They Saw Drokbas on the Way

As they passed through the hills, they saw individual drokbas (nomad shepherds) looking after their flocks. Both men and women were seen. They were wearing thick woollen clothes. They would stop and stare at their car, sometimes waving to them as they passed.

Encounter with Tibetan Mastiffs

As they passed the nomad's tents, they saw some Tibetan mastiffs, which were dogs used by the shepherds. When the car came close to their tents, they would bark furiously and fearlessly. They would chase the car for some distance and would then go back. In earlier days, Tibetan mastiffs became popular in China's imperial courts as hunting dogs. They were brought along the Silk Road as a tax payment from Tibet.

Ice Blocks the Road

The turns became sharper and more difficult as they climbed. The author started getting a severe headache. Suddenly snow started falling and soon blocked the route. Daniel and the author got out of the car to reduce its load on sharp bends. The altimeter watch on the author's wrist indicated that they were at a height of 5210 metres above sea level. The icy top layer of the snow was dangerous, as the car could slip off the road. When they reached a height of 5515 metres, which was the top of the pass, the atmospheric pressure became so low that Tsetan had to open the lid of the petrol tank to release the evaporated fuel.

Back on the Highway

By late afternoon, they had reached the small town of Hor on the shore of Lake Manasarovar, which was on the old trade route between Lhasa and Kashmir. Daniel returned to Lhasa from there. Tsetan got the flat tyre of the car repaired there. Hor was a grim, miserable place. There was no vegetation whatsoever, just dust and rocks. There was accumulated rubbish everywhere. Unlike the past, the place no longer appeared holy.

By 10.30 PM they reached Darchen, where they found a guesthouse to stay in. It was the end of the road. The author had a very troubled night. His nostrils were blocked and he was not able to get enough air into his lungs. Most of the night he sat up, as he was unable to sleep.

Next Day

The next day Tsetan took the author to the Darchen Medical College. The doctor told him it was just the cold and the altitude which were giving him trouble. The doctor gave him some medicine and that night the author was able to sleep well.

Tsetan left the author in Darchen and went back with the car to Lhasa. He did not mind if the author would die in Darchen. He was a good Buddhist and believed in life after death. However, he was worried that the author's death could affect his business, as he may not get more tourists who required to be accompanied till where the road ended.

The Author Looks for a Companion and Meets Norbu

Like Hor, Darchen was dusty and a lot of rubbish could be seen all around. The town appeared to be sparsely populated. There were no pilgrims there, as the season had not yet started. He had reached there too early. He

actually wanted to reach Mount Kailash to do kora to get a feel of what a pilgrimage was like. But he didn't want to do it alone. He was looking for someone who could speak or understand English.

When he was sitting in the only café at Darchen, Norbu, a plump Tibetan working in Beijing at the Chinese Academy of Social Sciences, saw him reading an English book. So Norbu introduced himself to the author. He also was there to do kora, although he was not a religious person. So both of them decided to do kora together.

Conclusion of Skill Road

To sum up the Silk Road summary, we learn about the author's journey through the silk road and the determination of pilgrims and the hardships they face.

QUESTIONS

(Understanding The Text)

I. Give reasons for the following statements.

Question 1. The article has been titled 'Silk Road.'

Answer: The article was titled Silk Road because the author was travelling through the mountains where the ancient Silk Road used to pass, connecting Tibet to China..

Question 2. Tibetan mastiffs were popular in China's imperial courts.

Answer: Tibetan mastiffs were ferocious and watchful guard dogs. When the author's vehicle entered the property, they chased it down without fear. As a result, they were presented to the Chinese imperial court as a form of tribute from Tibet.

Question 3. The author's experience at Hor was in stark contrast to earlier accounts of the place.

Answer: The author's experience at Hor contrasted with travel accounts such as those of Kawaguchi and Hedin, who were overcome by the beauty and serenity of the lake and cried. The author observed a neglected Hor with sparse vegetation, a rocky and dusty landscape, and discarded waste in the surrounding area.

Question 4. The author was disappointed with Darchen.

Answer: When they arrived in Darchen, the author couldn't sleep due to a cold, so he sought treatment from a Tibetan doctor. When he looked around the next day, he noticed there were no pilgrims, which was a major disadvantage for his future journey.

Question 5. The author thought that his positive thinking strategy worked well after all.

Answer: When the author discovered no pilgrims in Darchen, he began to doubt his positive thinking. But, by chance, he ran into Norbu, who had also come to do kora. He was a professor in Beijing. When he suggested that they both form a team, the author realised that his positive thinking had paid off after all.

II. Briefly comment on

Question 1. The purpose of the author's journey to Mount Kailash.

Answer: The author's trip to Mount Kailash was part of a self-improvement programme. The author wanted to boost his positive thinking, so he went on a pilgrimage called the kora.

Question 2. The author's physical condition in Darchen.

Answer: At Darchen, one of the author's nostrils became blocked. When he tried to sleep, he got up because his chest felt uneasy, though it was fine once he sat up. When he discovered he couldn't lie down, he tried sleeping by leaning against a wall, but he became afraid of falling asleep due to his breathing problem. He felt better after taking the medication.

Question 3. The author's meeting with Norbu.

Answer: Norbu and the author met by chance in Darchen's cafe. When Norbu noticed the author reading an English novel, he struck up a conversation, and they soon realised they were both headed for Korbha. They decided to form a group.



Question 4. Tsetan's support to the author during the journey.

Answer: Tsetan drove the author from Ravu to Darchen in his four-wheel drive vehicle. He manoeuvred his way through the snowy terrain. When the author became ill, he also took him to the Darchen medical college. Throughout, Tsetan was a dependable and approachable companion.

Question 5. "As a Buddhist, he told me, he knew that it didn't really matter if I passed away, but he thought it would be bad for business."

Answer: Tsetan was a devout Buddhist who believed that death was not the end of the world. Kailash is a holy place; going there would be better for him because it would transport him to heaven. Then, if the author died there, it would be bad for his business because his credibility in looking after the tourists would be jeopardised, and he might not get any customers later.

QUESTIONS

(Thinking about language)

Question 1. Notice the kind of English Tsetan uses while talking to the author. How do you think he picked it up?

Answer: Tsetan's English must have been picked up through his travels and interactions with the pilgrims he met.

Question 2. What do the following utterances indicate?

- i. "I told her, through Daniel ..."
- ii. "It's a cold," he said finally through Tsetan.

Answer: The preceding utterances demonstrate the absence of a common language. The author was unable to communicate in the local language and could only communicate in English. As a result, Daniel was the translator, and Tsetan was the one who translated the doctor's words for the author.

Question 3. Guess the meaning of the following words.

kora drokba kyang

In which language are these words found?

Answer: These are of Tibetan language.



STEP UP
ACADEMY



THE SUMMER OF THE BEAUTIFUL WHITE HORSE

Summary

- by William Saroyan

Aram's Recall of an Experience

Aram remembers an experience when he was 9 year old. The world for Aram, at that time, seemed to be delightful and joyous. Mourad, whom everybody considered crazy, came at four in the morning and woke up Aram by tapping on the window of Aram's room. It was summer, with daybreak just around the corner. Aram jumped out of bed and could not believe his eyes. Mourad was sitting on a beautiful white horse. Mourad asked him to be quick if he wanted to ride. Aram had always longed to ride a horse, but they were poor. They couldn't afford a horse.

The Garoghlanian Family

The Garoghlanian family was poor as they had no money. Their whole tribe was poverty-stricken. But most important of all was that they were famous for their honesty. From a long time, they had built up a reputation for being proud and honest. They would never even take advantage of anyone.

Aram's Explanation About the White Horse

Aram asked Mourad if he had stolen the horse. Mourad called him out instead of answering. Aram was sure that the horse was stolen as they were both very crazy about riding horses. To console himself in a childish manner, Aram thought that stealing a horse for a ride was not the same as stealing something like money. It wouldn't have been stealing until they offered to sell the horse.

Aram could not Resist the Offer

Aram got ready and jumped out of the window. As they lived on the boundary of the town on Walnut Avenue, there was the vast countryside full of orchards, vineyards and irrigation ditches nearby. In a few moments, both Aram and Mourad were having a wonderful time riding the horse. Mourad started singing out of excitement and enjoyment.

The Family's Crazy Streak

Mourad was considered the natural inheritor of the crazy streak of their tribe. Before Mourad, uncle Khosrove was considered as crazy in the family. Khosrove had a powerful head of black hair and the largest moustache in the San Joaquin valley. Mourad was considered a crazy boy, though his father, Mr Zorab, was a practical man without having any crazy streak.

Aram Rides the Horse Alone

After enjoying the horse ride together, Mourad wanted to ride the horse alone. Mourad kicked the horse and it started running. After five minutes, Mourad stopped. Now, Aram also wanted to ride the horse alone: Mourad was not sure that Aram could ride the horse alone, as he did not know that how to control a horse.

Aram leaped on to the back of the horse and for a moment felt a fear like he had never felt before. He kicked into the muscles of the horse; then it started running. Instead of running across the field, the horse ran to the vineyard and leaped over seven vines before Aram fell. Mourad came running, as he was worried about the horse. He wanted to get hold of the horse and take him back before anyone could see him. The horse got lost. Both of them searched for the horse in different directions. It took half an hour for them to find it.

The Boys Decided to Hide the Horse

It was morning and Mourad was thinking either to take the horse back or hide it until the next morning. Aram concluded that Mourad was going to hide it. Aram again asked Mourad if he had stolen the horse. Mourad avoided answering the question.

He told Aram to tell everyone that they started riding the horse that very morning, if someone found out. They took the horse to the deserted vineyard of a farmer named Fetvajian and hid it in the barn.



John Byro's Sadness Over his Missing

Horse In the afternoon, uncle Khosrove came to Aram's house for coffee and cigarettes. Then another visitor arrived, a farmer named John Byro. He said that his white horse which was stolen the previous month was still missing and untraceable. John Byro also explained that his carriage was no good without a horse and he had to walk ten miles to reach there.

Aram Informed Mourad About John Byro

Aram went to Mourad and informed him about John Byro's visit. He further informed Mourad that he should not return the horse until Aram had learnt riding. Mourad replied that it would take him a year to learn and they could not keep a horse for one year, as it would amount to stealing.

Finally, they decided to return it after six months to its true owner. Every morning, for two weeks, they rode the horse. Every time the horse threw Aram and ran away. But Aram kept his hope alive and hoped to ride the horse the way Mourad rode. One morning they were on their way to the vineyard when they encountered John Byro. He inquired about the name of the horse with them. Mourad said that its name was 'My Heart'. John Byro kept observing the horse very keenly.

The Boys Decide to Return the Horse

The farmer looked into the horse's mouth and found that the teeth matched those of his stolen horse. He said that he could swear that the horse was his, if he didn't know their parents and the fame of their family for honesty. But the horse appeared to be the twin of his stolen horse.

Early the following morning, the boys took the horse to John Byro's vineyard and left it there. The dogs followed them silently. Aram thought they would bark. Mourad said that he had a way with dogs and that's why they didn't bark. That very afternoon, John Byro came to the narrator's house. He was very happy and thanked God. His horse had become stronger and better tempered. Uncle Khosrove again shouted at him to be quiet, as his horse had been returned.

QUESTIONS

(Reading with Insight)

Question 1. You will probably agree that this story does not have breathless adventure and exciting action. Then what in your opinion makes it interesting?

Answer: Even though the storyline is not that adventurous, the way in which the entire scene is described by the author makes it very interesting. However, the element that makes it all the more engaging is the smooth flow of emotional narration. This has been addressed from the perspective of a nine-year-old boy. The boy, who is from a poor family, who is known for his morality, cannot fathom that his brother could steal a horse to ride. This in itself is interesting for the boy. Every idea that passes through the mind of the boy, after looking at the horse, has been romanticized by the writer. Riding the stolen horse and hiding it carefully are great feats of adventure for the two boys. But their family is recognized for their morality and the same streak is also present in them. After a while, they overcome their desire and return the horse to its rightful owner.

Question 2. Did the boys return the horse because they were conscience-stricken or because they were afraid?

Answer: In the entire story, the boys have been characterized as fearless. It was their rage towards the horse that made them steal one horse. When they had the horse for several months, the farmer John Byro visited their house and saw the horse. John Byro recognized his horse but refused to believe that Mourad and Aram had stolen it. He, however, did not say anything to the boys, rather honoring their family for its honesty. This was the circumstance when the conscience-stricken boys decided to return the horse.

Question 3. "One day back there in the good old days when I was nine and the world was full of every imaginable kind of magnificence, and life was still a delightful and mysterious dream..." The story begins in a mood of 2019-20 nostalgia. Can you narrate some incident from your childhood that might make an interesting story?



Answer: When I was nine-year-old I had learned to drive a bicycle and my father had bought me a brand new bicycle which had the gear system. Most of my friends were so amazed by the bike that they wanted to ride it. We decided that all of us would take our bikes to a cemented road and drive it there. While looking out for the best place to ride our bicycles, we travelled from our houses to the Bypass, 5 km away, where we drove the cycles. However, since none of our parents knew about our adventure it was the scariest thing to do as anyone could have met with an accident.

Question 4. The story revolves around characters who belong to a tribe in Armenia. Mourad and Aram are members of the Garoghlanian family. Now locate Armenia and Assyria on the atlas and prepare a write-up on the Garoghlanian tribes. You may write about people, their names, traits, geographical and economic features as suggested in the story.

Answer: The Garoghlanian family was an Armenian tribe. Eleven centuries ago it was the wealthiest tribe in that part of the world. The members of the tribe were recognized for their morality. They ended up settling in regions such as Fresno and California. The Garoghlanian tribe is a group that works in modern conditions, while carrying in their mind the values of the past of their native Armenia. They were proud of their family. Honesty was vital and they had a fair sense of wrong and right.





THE ADDRESS

Summary

- by Marga Minco

Mars Dorling's Indifferent Attitude Towards the Narrator

The narrator knocked at the door of a house, but the door was opened only a little. She asked the owner if she knew her. The narrator told her that she was Mrs S daughter. But the owner of the house, Mrs Dorling, denied knowing her. Mrs Dorling's face gave absolutely no sign of recognition and she kept staring at her without speaking any word.

The narrator thought that perhaps she was mistaken and had rung the wrong bell. Then the narrator got a glimpse of her mother's green knitted cardigan which Mrs Dorling was wearing. This confirmed to her that she had reached the correct address. But Mrs Dorling excused herself by saying that she could not talk to the girl that day and she should come again later. Then she shamelessly closed the door.

Someone Watching the Narrator from the Window

The narrator stood for some time on the steps even after the door closed. Someone was watching her from the bay window. The girl presumed that someone other than Mrs Dorling must be watching her and must have asked why the narrator came there.

The Narrator Remembers What her Mother had Told her

After this refusal, the narrator walked back to the station thinking about her mother. Her mother had given her Mrs Dorling's address years ago. It had been in the first half of the war. The narrator's mother told her about Mrs Dorling, an old acquaintance.

She also informed her that every time when Mrs Dorling came, she took something home with her. The reason Mrs Dorling gave for her actions was that she wanted to save all the good things, as the narrator's mother would not be able to save everything if they had to leave suddenly. The narrator's mother had accepted the idea. She was rather obliged towards Mrs Dorling that she was carrying such heavy luggage every time she visited, as it was really risky during the war.

The Narrator Remembers When She Met Mrs Dorling

The narrator arrived at the station without having paid much attention to things on the way. She was walking in familiar places again for the first time since the war. She didn't want to upset herself with the sight of streets and houses full of memories from a previous time. In the train she remembered the first time when she had seen Mrs Dorling. It was the morning after the day her mother had told her about Mrs Dorling, who was wearing a brown coat and a shapeless hat. The narrator had asked from her mother if she lived far away, as she was carrying a heavy case. Her mother told her that Mrs Dorling lived at Number 46, Marconi Street.

Initially the Narrator was Reluctant to See the Family's Old Belongings

The narrator had remembered the address, but waited a long time to go there. Initially after the war was over, she was not interested in all their belongings lying with Mrs Dorling. She was afraid to see the things that had belonged to her dead mother. She did not want to see their belongings lying in Mrs Dorling's house in boxes and cupboards and needing to be put back in their old places again. She was scared that the things might make her very nostalgic. But gradually her life became normal again and one day, she became curious to know about all the possessions.

The Narrator Decides to Visit Again

After her first visit did not yield any result, she decided to visit a second time. This time a girl of about fifteen opened the door, as her mother was not at home. The narrator asked about Mrs Dorling. She was told that Mrs Dorling was not at home. She followed the girl along the passage. She noticed an old-fashioned iron candle-holder which they never used. They went into the living-room.

The narrator was horrified. She found herself in the midst of their old belongings, but they oppressed her as they were kept in strange surroundings and in a very tasteless manner. She was hurt to see her family's belongings

lying in a tasteless way with the ugly furniture and muggy smell. The table cloth, the silver cutlery and even the still life showing the apple on the tin plate belonged to her family.

The Narrator's Keen Observation of Mrs Dorling's Daughter

She was keenly observing the girl, who had a broad back similar to that of Mrs Dorling. The girl was placing teacups for tea to be served. She was pouring tea from a white teapot which had a gold border on the lid and then she took out some spoons from the box. All this crockery and cutlery belonged to the narrator's family, but perhaps the girl was not aware of this fact. She cracked a joke about eating dinner in those antique plates. The narrator also found a burn mark on the table cloth. The narrator indirectly hinted to the girl that they missed things which are either missing from their original place or have been loaned to somebody.

The Narrator Remembers About Polishing the Silver Cutlery

The narrator remembers the time when her mother was alive and the narrator was at home either bored or ill. Her mother asked her to polish the silver cutlery. She was surprised to hear that the cutlery that they were using was made of silver and even Mrs Dorling's daughter was surprised to hear that they were using silver cutlery for everyday eating.

The Narrator's Final Resolution

The narrator decided that she could not stay there any more. The address was correct but the narrator didn't want to remember it any more. She felt that the objects were linked to a memory of a time which no longer existed. They had lost their value in the strange surroundings. She comforted herself by thinking that her present house was too small to accommodate all the old stuff. She left the house, leaving all her family's belongings behind.

QUESTIONS

(Reading with Insight)

Question 1. 'Have you come back?' said the woman. 'I thought that no one had come back.' Does this statement give some clue about the story? If yes, what is it?

Answer: This statement gives us a hint that both the women and the narrator know each other. The narrative revolves around a girl trying to find her mother's ancient possessions with an adult lady. This girl's mother knew about an upcoming fight and so had gradually moved all her valuable belongings to the residence of her acquaintance, Mrs. Dorling. As her mother had expired during the battle, the woman Mrs. Dorling did not expect anyone to come afterwards and claim the precious belongings. When the girl came to collect them, she was shocked. The given statement shows that the lady is selfish and does not want to share the antiques that do not even belong to her. She doesn't even recognize the girl of her past acquaintance and refuses to let her inside the home.

Question 2. The story is divided into pre-War and post-War times. What hardships do you think the girl underwent during these times?

Answer: The account "The Address" is divided into post-war and pre-war times. The girl belonged to a rich family. The girl's family had a lot of valuable things. There is clear evidence of the difficulties which the storyteller had to experience through these times. During the pre-war times, the girl lived in another place distant from her mother and visited her very rarely. During those times, her mother was worried that her precious things would be lost in the war. They were worried that they would have to leave the house. The girl was in a small hired house with its shutters overlaid with blackout paper. She was unable to see anything outside and the threat of death was also upon them. However, during the post-war, everything returned to normalcy. The girl could open the shutters of her room and look outside without worrying about anything. She had a powerful urge to look at her mother's properties and so also visited Mrs. Dorlings.

Question 3. Why did the narrator of the story want to forget the address?

Answer: The narrator desired to forget the address as it prompted her to remember the tender remembrances of her mother, their home and valuable belongings, and her earlier life before the war, which she could never have back. She, therefore, decided to forget the address and move on.



Question 4. 'The Address' is a story of human predicament that follows war. Comment.

Answer: War brings death and destruction with it. The story 'The Address' describes a girl's life in post-war and pre-war times. The war created many obstacles for the reciter both physically and emotionally. She lost her house where they lived and also lost her mother. Her valuable belongings were carried away from them by a stranger who refused to return them. Many pre-war and post-war perceptions can be seen in the story. Starting from the loss of life to the selfish and cruel nature of a woman, so many varied emotions are portrayed through this short story.



MOTHER'S DAY

Summary

- by JB Priestley

Introduction of Mrs Annie Pearson and Mrs Fitzgerald

Mrs Annie Pearson and Mrs Fitzgerald are next door neighbours. Apart from this, there is no similarity between them. Annie is a pleasant and nervous looking woman in her forties. Fitzgerald is older and heavier with a strong personality. Annie has a soft voice whereas Mrs Fitzgerald has a deep, throaty voice.

Mrs Fitzgerald is a fortune-teller. She has learnt this art from the East. She is reading Annie's fortune. She advises Annie to be strict and become the boss' in her family. Actually, Annie is not treated well by her family. At present, Mrs Annie Pearson has been reduced to the status of an unpaid domestic servant, who does all the work at home without even being requested for it or being thanked later on.

Mrs Fitzgerald Outlines the Plan to Reform Annie's Family

Mrs Fitzgerald is very angry at the way Annie is treated like a servant by her family. One day, she suggests that they should temporarily exchange their personalities by using a magic spell that she had learnt in the East. She takes Annie's hand and speaks some magic words. A transformation takes place and the personality of Mrs Fitzgerald shifts into the body of Annie and vice-versa.

Annie is scared, but Mrs Fitzgerald assures her that the change is reversible. Mrs Fitzgerald, now in the body of Annie, stays at Annie's house and sends Annie (in Mrs Fitzgerald's body) to her house where she can relax.

Doris Gets a Shock

Doris, the daughter of Mrs Annie Pearson, a beautiful girl aged 20, enters the house. She gets shocked at seeing her mother smoking and playing cards alone. Doris asks about her yellow dress, but her mother does not respond. She asks for tea and her mother answers rudely, telling her to iron her dress herself and make tea if she wants to. Doris gets angry, but gets a good scolding from her mother. Then Annie makes fun of Doris' boyfriend, Charlie Spence, for having projecting teeth and being stupid. She tells Doris frankly that at her age she would have found somebody better than Charlie Spence. This strange behaviour is too much for Doris and she goes out of the room crying.

Cyril also Gets a Shock

Cyril, Annie's son, enters the house and asks for tea in a demanding and angry manner. Annie tells him that she has not bothered to get tea ready. Cyril asks her if everything is all right with her. She replies that she has never felt better in her life. When Cyril enquires why she has not got the tea ready, Annie replies that she wanted a change and that's why she has not bothered to make tea. Cyril announces that he is short of time, so she should get the tea ready immediately. Cyril further enquires whether she has got his clothes ready. When she says no, he gets anguished. He asks his mother what will happen if they all talked like she was talking that day. Annie coldly replies that all three of them always talked to her like that, so what was wrong with her talking in the same tone. She says that if he does not want to do anything at home, he doesn't have to. She adds that she has become a member of the Union so that she gets what she deserves.

Argument between Doris and Mrs Annie Pearson

Doris appears on the scene wearing a shoulder wrap. Annie remarks sarcastically about her dress. An argument starts between Doris and Annie. Doris comments that if she was looking awful, it was due to her mother only, who made her cry. Then Annie enquires if any strong beer was left. Cyril is shocked to know that his mother wants to drink it. He is unable to understand what is going on.

Discussion Starts between Doris and Cyril

Both Doris and Cyril are filled with horror and shock at their mother's behaviour. Both wonder what has happened to their mother suddenly. Doris thinks that she got hit on her head by something. She says that the manner in which their mother spoke hurt her the most and made her cry. Both start giggling at the thought of what will happen if their mother keeps behaving in this weird manner in front of their father.



Annie's Remarks About her Family

Annie remarks that it was high time they grew up. Doris then asked her if they had done something wrong. Annie tells them that it is actually her children's and her husband's behaviour that bothered her the most. They always came, asked for something and went without bothering to know whether she wanted to go out or how she was feeling. She always does her best to keep everybody happy but all three of them were not bothered about her.

Annie also remarks that while the three of them do a job of eight hours a day with two days off at the weekend, she goes on working seven days round the clock. She warns them that on weekends, she will also going to take two days off.

Doris is really worried about what will happen if her mother takes a holiday on weekends. However, Annie assures Doris that she would do some work on Saturday and Sunday only when she is requested for it and thanked for whatever she does. She might go out for weekends also as she was fed up of staying in the house for years together. None of them has ever bothered to take her out.

Mr George Pearson is Shocked at his Wife's Behaviour

Mr George Pearson now enters the house. He is about 50 years old and considers himself as a very important person. He gets annoyed at his wife who is sipping beer when he enters. He tells her that he does not want any tea as he has to go to the club for supper. The wife tells him that she has not prepared any tea anyway. At this, George gets annoyed that his wife is not bothered about him.

Annie continues to rebuke him, telling him that he is not respected in the club where he keeps going every day. She tells him that people at the bar in the club call him 'Pompy-ompy Pearson' due to his self-important behaviour. George cannot believe what Annie says and confirms the truth from his son, Cyril.

Annie tells her son that sometimes it does people good to have their feelings hurt. On hearing a knock, Cyril checks who it is and reports to Annie that it is Mrs Fitzgerald at the door. Annie tells him to let her come in.

The Real Mrs Annie Pearson Returns

Mrs Fitzgerald (actually Mrs Annie Pearson) enters and finds Doris in tears. Her family continues to get a scolding in front of her also. Mrs Annie Pearson (actually Mrs Fitzgerald) informs her that she was putting everyone in their place. When Mr George Pearson shouts at his wife, she threatens to slap his big, fat silly face.

Mrs Annie Pearson and Mrs Fitzgerald Go Back to their Original Personalities

The real Mrs Annie Pearson (now Mrs Fitzgerald) gets really disturbed and wants everyone to leave as she wants to talk in private with Annie (the real Mrs Fitzgerald).

She tells Mrs Fitzgerald that it is enough. Let them change back and get into their true selves. Mrs Fitzgerald again speaks some magic words and they again get back to their own selves. Mrs Fitzgerald says that she enjoyed every moment in her changed personality. Annie remarks that she did not enjoy this changeover. Mrs Fitzgerald wants Annie not to be soft on her family. She wants her to remain firm.

Annie says that she will be able to manage her husband and children now. Mrs Fitzgerald warns her not to give any apology or explanation, otherwise they will again start treating her indifferently. She must wear a tough look and talk to them rudely if she wanted them to behave in the right manner. For a change, when Annie smiles, her family members smile back and feel very relaxed. As they had cancelled their going out Annie feels that they all as a family should play a game of rummy. She also asks her children to prepare supper for the family, for which they readily agree. She also wants to have a talk with George, her husband, for which everybody agrees. The play ends on a happy note where the children and husband are willing to do whatever Mrs Annie Pearson suggests.

QUESTIONS

(Reading with Insight)

Question 1. This play, written in the 1950s, is a humorous and satirical depiction of the status of the mother in the family.

- i. What are the issues it raises?

Answer: The main issue raised by the play is that the lady of the house, who functions similarly to an axis, is never given due respect, especially if she is a simple housewife. The members of her family take her for granted. She is an unpaid servant. The second problem is that the mistress of the house ought to be firm in her stance. Rather than surrendering meekly, she should be prepared to argue her case with tenacity.

ii. Do you think it caricatures these issues or do you think that the problems it raises are genuine? How does the play resolve the issues? Do you agree with the resolution?

Answer: No, I don't think it caricatures these issues, supporting that the problems raised by it are genuine. The play helps to solve these issues by showing the audience what tends to happen if the mother neglects her responsibilities.

Yes, I agree with the proposed resolution. Every member of the family should spend some time with the angel who has brought so much colour to the family.

Question 2. If you were to write about these issues today what are some of the incidents, examples and problems that you would think of as relevant?

Answer: If I were to start writing about certain current issues, I would have to go quite far. The same thing happens in my house. We are three brothers and sisters who are all in school. My father is employed in the office. My mother gets up early in the morning to prepare four breakfast sets and tiffins. We take our time getting ready, but if there is even a 5-second delay on my mother's part, we all bring the roof down. The same ritual is performed in the evening. Mother gets up before the rest of us and goes to bed after the rest of us. Her presence had been taken for granted by all of us. My grandmother became ill one day, and my mother had to leave for two days. Without her, the entire house appeared to have been hit by a tornado. We all decided to wait for her as if we were expecting a miracle to occur. When she eventually appeared, we all breathed a sigh of relief and vowed never to underestimate her.

Question 3. Is drama a good medium for conveying a social message? Discuss

Answer: Yes, drama is an effective medium for communicating a social message. It is an excellent platform for displaying most such problems and solutions in a matter of minutes. People have a great attachment to dramas and are likely to watch them for a long time. That is why television commercials are so well-known around the clock. Dramas undoubtedly play a significant role in bringing about social change.

Question 4. Read the play out in parts. Enact the play on a suitable occasion.

Answer: Do it yourself.

Question 5. Discuss in groups plays or films with a strong message of social reform that you have watched.

Answer: Do it yourself.





BIRTH

Summary

- by AJ Cronin

Joe Morgan was Waiting for Dr Andrew

Dr Andrew had recently graduated from medical college. He was practising as an assistant to Dr Edward Page in a small Welsh mining town named Blaenelly. One night he was returning home when he found Joe Morgan waiting for him outside the doctor's home. He had been there for more than an hour. He looked relaxed to see the doctor. He informed that the doctor was needed at their home as his wife was expecting to deliver a baby after almost 20 years of marriage. Dr Andrew asked him to wait for a few minutes. He went inside, got his medical bag and set out for Joe Morgan's house.

The Case Demanded All Attention of Dr Andrew

Joe Morgan stopped outside the house and requested Dr Andrew to go inside alone. Through a narrow staircase the doctor reached a small, clean but scantily furnished room. He found two women beside the patient, Susan Morgan's mother, a tall, grey-haired woman of nearly seventy, and an elderly midwife.

Susan's mother offered him a cup of tea. So, Dr Andrew sensed that she didn't want him to leave, as there would be some waiting period. Dr Andrew was tired but still decided to stay.

An hour later, Dr Andrew went to check the patient and came down. The restless footsteps of Joe Morgan could be heard as he paced the street outside.

Dr Andrew's Mind Wandered

Dr Andrew was so deep in his thoughts that the voice of the old lady (Susan Morgan's mother) surprised him. She informed him that her daughter didn't want him to give her chloroform if it would harm the baby. Dr Andrew replied that it would do no harm. Just then he heard the midwife's voice. It was half-past three and Dr Andrew perceived that it was time for him to start working on the delivery.

The Horrifying Dilemma

After a harsh struggle for an hour, the child was born, a perfectly formed boy. Unfortunately, it was not breathing. A shiver of horror passed over Dr Andrew. He had promised the family so much. He wanted to resuscitate the child, but the mother herself was in a very desperate state.

He gave the child to the midwife and turned his attention to Susan Morgan, the mother, who was lying unconscious. Her pulse was slow and her strength was reducing.

After a few minutes of continuous efforts, he stabilised her by giving her an injection. Then he asked for the child. The midwife had kept the child under the bed, presuming him to be dead. Dr Andrew pulled out the child. His head was hanging loosely and the limbs seemed boneless. He concluded that the child was suffering from asphyxia pallida (an abnormal medical condition in a newly born baby).

Dr Andrew's Efforts to Save the Child

Dr Andrew recalled a case he had once seen in the Samaritan (a medical journal) and the treatment that was given. He asked the midwife to quickly get hot water and cold water in two bowls.

He started plunging the child once into the icy water and then into the steaming bath alternately. Fifteen minutes passed and nothing happened. Dr Andrew was getting frustrated. He could see the unbelieving faces of the midwife and the old lady but he continued his efforts.

The Miracle

Dr Andrew started rubbing the child's chest with a rough towel and thumping his little chest, trying to get breath into that limp body.

Then, as if by miracle, the child's chest began moving. Dr Andrew felt weak and nervous at the site of life springing under his hands. He redoubled his efforts and the child was now breathing. Life came to his limbs, head became erect, the child's skin started turning pink and suddenly the child cried.

Dr Andrew is Relieved

After so much frantic effort and success, Dr Andrew felt weak and speechless. The old woman, Susan's mother, was still standing against the wall, praying.

Andrew went downstairs and told that he would fetch his bag later on. He found Joe Morgan still waiting with an anxious, eager face. Dr Andrew gave the happy news that both the mother and the baby were all right.

Andrew was really happy and exclaimed, 'Oh God, I've done something real at last.' He had achieved a feat in medical history which would certainly brighten his future.

QUESTIONS

(Reading with Insight)

Question 1. "I have done something; oh, God! I've done something real at last." Why does Andrew say this? What does it mean?

Answer: Andrew spoke these words in the ecstasy of saving both the mother and the child's lives. Andrew was depressed before the operation because of the pain his girlfriend had caused him. When he successfully delivered the baby, he discovered that the baby had died. Then he decided to first cure the mother, which he did. Following that, he carefully observed the baby and determined the problem. He then immediately administered the necessary treatment and resuscitated the baby. As a result, he successfully did something meaningful. Till that point, he was just thinking and then he did something real.

Question 2. There lies a great difference between textbook medicine and the world of a practising physician. Discuss.

Answer: The world of practicing physicians and textbook medicine is vastly different. Textbook medicine is purely scientific, whereas patient care is an art. The world of practicing physicians necessitates a unique set of abilities and knowledge. Although textbook medicine provides a conceptual framework for treatment, no doctor can treat a patient without employing intuitive practices. The way Andrew brings a stillborn child back to life in the story Birth attests to this fact. The nurse initially dumps the child, believing it to be dead. Andrews, on the other hand, takes a chance, and the miracle occurs. He initially applies textbook knowledge, but the child does not recover. He never gives up hope. He uses his intuitive method, and the miracle occurs. Treatment is based on science and goes beyond. It is a science as well as an art form. Birth is a work of realistic fiction. In other words, the story's elements have been drawn from real-life experiences and woven into the fabric of fiction.

Question 3. Do you know of any incident when someone has been brought back to life from the brink of death through medical help. Discuss medical procedures such as organ transplant and organ regeneration that are used to save human life.

Answer: Write your own answer.





THE TALE OF MELON CITY

Summary

- by Vikram Seth

The King Orders an Arch to be Built

This story is about a city whose king was lawful and gentle. He orders an arch (curved structure) to be built which would become a symbol of his triumphs and accomplishments. The arch would be constructed on the main road and it would inspire and motivate the people who would see it. As per the orders of the king, the arch was built. The king rode down the main road to inspire others.

The King Loses his Crown and Gets Angry

The arch was built too low and the king's crown fell down when it struck the arch. It was a disgrace for him. He ordered that the chief of builders should be hanged for this mistake. The arrangements for the hanging were made. The chief of builders was called.

The Blame Game Begins

The chief of builders pleaded that it was not his mistake; it was rather the workmen's fault. So the king stopped the hanging of the chief builder. He ordered that all the workmen must be hanged instead. The workmen claimed that the bricks used were not of the right size. So the masons were called. They were trembling in fear. The masons in turn blamed the architect for a wrong design.

The King Gets Stuck in a Tricky Situation

The architect was called. The king ordered that the architect must be hanged. The architect reminded the king that he himself had changed the original plan of the arch when it was shown to him sometime back.

The king realised that the blame had shifted to him. It was a tricky situation. The king withdrew for consulting some wise people. He asked for the wisest man in the country. The wisest man was chosen on the criteria that he should be very old.

The person chosen could not walk or see properly and he was carried there by other people. The wisest man said in a shaking voice that the culprit should be punished. He announced that it was the arch which banged against the crown, so it should be hanged.

The Nation Wants a Hanging

The arch was being taken for the hanging when one of the councillors said that the arch actually touched the royal head with respect. The king agreed, but the crowd was getting restless and wanted a hanging. Perceiving the situation, the king ordered that someone must be hanged, guilty or not.

A loop of rope was set up quite high and each man was measured to its height. Only one was tall enough to reach it and that was the king himself. So the king was hanged. The ministers heaved a sigh of relief that someone was hanged or else the crowd might have turned against them.

The Dilemma

The ministers now faced the dilemma that the country had no king. They followed their old custom and sent out messengers to proclaim that the next person who would pass the city gate would choose the next king. After some time, an idiot passed the gate and the guards stopped him.

When they asked him to name the king, the idiot said 'a melon'. This was his standard answer to all the questions as he was very fond of melons.

The Melon King

After the answer given by that idiot, a melon was made the king of the city. The ministers respectfully carried the melon to the throne and set it down on the king's throne.

This happened long ago. If you now ask the people why their king appears to be a melon, they reply that it is a customary choice. It makes no difference to them if their king is a melon. They are happy because the king doesn't interfere in their lives. They live in peace and harmony.

QUESTIONS (Reading with Insight)

Question 1. Narrate 'The Tale of Melon City' in your own words.

Answer: Once upon a time, there reigned a calm king. He once wanted to build an arch that would eddy the people. The king's wish was quickly fulfilled, and a beautiful arch was built.

When the king rode down the thoroughfare, his crown fell from his head and was struck by the arch, which was built too low. The king thought it was a disgrace to him and wanted to hang the perpetrator.

He commanded the chief of the builders to be hanged. The chief then stated that it was the builders' fault. The king then shifted the blame to the builders. The builders then cried that because the bricks were larger, the architect should be hanged. As a result, the architect was finally punished. The architect reminded the king that the king had made some changes to the design he had shown him. It had finally turned to face the king.

He paused for a moment before ordering the soldiers to bring the wisest man in the country. They brought an old man who could barely see or hear, as the king had ordered. He proposed that the arch be hanged because it was the source of such disgrace, which was immediately implemented. Then one of the ministers disagreed, asking how they could shamelessly hang an arch. The king then reversed his decision and decided to deal with it his way.

They said the nation wanted someone hanged right away, so every man was measured, and only one man was tall enough to get trapped in the arch, and that man was the king. As a result, he was eventually hanged.

The country's people then desired a new king. They asked the first person to pass through the city gate, as is their custom. Regrettably, the individual was insane. When the soldiers questioned him about who should be the next king, he said, "Who should be the next king?" He said melon because he liked them the best. So a melon was finally crowned and placed on the throne.

Question 2. What impression would you form of a state where the King was 'just and placid'?

Answer: A state in which the king is just and peaceful will not be secure. It is the same in the state described in this poem. The king was so stupid that he convicted himself to death for no reason. He felt insecure in the actions he took and kept changing them. In such a state, no right decision can be made and no situation can be handled properly.

Question 3. How, according to you, can peace and liberty be maintained in a state? **Answer:** I believe that in a state, peace, and liberty can be maintained

- By enforcing rules and making decisions that benefit the people. However, no law can be enacted that benefits everyone because what appears to be correct to one person may not be correct to another. As a result, laws should be drafted in such a way that they benefit the vast majority of people.
- By disseminating a sense of unity among the people through all available means. Question 4. Suggest a few instances in the poem which highlight humour and irony

Answer: There are a few instances in the poem where humour and irony are highlighted. They are:

- The king, who changed his mind after hearing each person he suspected of being a criminal.
- The wise man's advice to hang the arch.
- Finally, the madman's suggestion that they make a melon as their king.

Question 5. 'The Tale of Melon City' has been narrated in a verse form. This is a unique style which lends extra charm to an ancient tale. Find similar examples in your language. Share them in the class.

Answer: Write your own answer.

